

# RSC 2601 Latest Exam Memo pack 2017

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## Introduction to research in communication

| Term                            | Definition                                                                                                                                                                                                                                    |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empirical                       | refers to observations or experience; empirical methodologies in communication are based on or are derived from experiences with observable phenomena                                                                                         |
| Heuristic                       | Characteristic of research; results of one study lead to more questions                                                                                                                                                                       |
| Hypothesis                      | Tentative, educated guess or proposition about the relationship between two or more variables; often, hypotheses take the form of statements like "if <u>x</u> occurs, they <u>y</u> will follow," or as <u>x</u> increases, so will <u>y</u> |
| Proprietary research            | Research that is commissioned by an individual or organization for it's private use                                                                                                                                                           |
| Qualitative methods             | Research in which the researchers is the primary observer, or data collector                                                                                                                                                                  |
| Quantitative methods            | Research that relies on numerical measurement                                                                                                                                                                                                 |
| Questions of fact               | Questions that ask for definitions or phenomena in which we are interested                                                                                                                                                                    |
| Questions of policy             | Questions that ask for evaluation of procedures or programs                                                                                                                                                                                   |
| Questions of value              | Questions that ask for individuals' subjective evaluations on issues and phenomena, usually about the aesthetic or normative features of communication                                                                                        |
| Questions of variable relations | Questions that examine if. How, and the degree to which phenomena are related                                                                                                                                                                 |
| Research                        | The discovery of answers to questions through the application of scientific and systematic procedures                                                                                                                                         |
| Research question               | Question that asks what the tentative relationship among variables might be or asks about the state or nature of some communication phenomenon                                                                                                |
| Social science research         | Research conducted through the use of scientific and systematic methods; based on the assumption that research can uncover patterns in the lives of people                                                                                    |
| Theory                          | Related set of ideas that explains how or why something happens; present a systematic view of the phenomenon; and specifies the relationship among the concepts with the objective of describing, explaining, and predicating the             |

|  |            |
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|  | phenomenon |
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### The research process

| Term      | Definition                                                                                                                                                                                                        |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deductive | Reasoning process in which researcher begins with a theory and then gathers evidence, or data, to assess whether the theory is correct' generally used with quantitative research methods                         |
| Inductive | Reasoning process in which data are gathered and examined, hypotheses are formulated, and eventually theories are developed in response to what the data reveal; generally used with qualitative research methods |

### Introduction to Quantitative Research

| Term                 | Definition                                                                                                                                                                                                                                                                  |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Antecedent variable  | Variable manipulated by the researcher; presumably, this manipulation, or variation, is the cause of change in other variables; also referred to as <i>independent variable</i> , <i>experimental variable</i> , <i>treatment variable</i> , and <i>causal variable</i>     |
| Causal variable      | Variable manipulated by the researcher; presumably, this manipulation, or variation, is the cause of change in other variables; also referred to as <i>antecedent variable</i> , <i>experimental variable</i> , <i>treatment variable</i> , and <i>independent variable</i> |
| Concept              | Abstract idea or way thinking about something that helps us distinguish it from other elements; can be an object, event, relationship, or process                                                                                                                           |
| Conceptual scheme    | A set of concepts connected together to form an integrated whole that specifies and clarifies the relationships among them; individually, each concept describes a unique process; as a group, the concepts still retain common characteristics                             |
| Confounding variable | Variable that confuses or obscures the effect of one                                                                                                                                                                                                                        |



|                            |                                                                                                                                                                                                                                                                        |
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|                            | variable on another, when present, it is often difficult to isolate the effects of independent variables                                                                                                                                                               |
| Construct                  | Theoretical definition of a concept; not directly observable                                                                                                                                                                                                           |
| Criterion variable         | Variable that is influenced or changed by the predictor variable                                                                                                                                                                                                       |
| Dependent variable         | Variable that is influenced or changed by the independent variable                                                                                                                                                                                                     |
| Directional hypothesis     | A precise statement indicating the nature and direction of the relationship or difference between the variables                                                                                                                                                        |
| Experimental variable      | Variable manipulated by the researcher; presumably, this manipulation, or variation, is the cause of change in other variables; also referred to as <i>independent variable</i> , <i>antecedent variable</i> , <i>treatment variable</i> , and <i>causal variable</i>  |
| Independent variable       | Variable manipulated by the researcher; presumably, this manipulation, or variation, is the cause of change in other variables; also referred to as <i>antecedent variable</i> , <i>experimental variable</i> , <i>treatment variable</i> , and <i>causal variable</i> |
| Intervening variable       | Element that is presumed to explain or provide a link between other variables                                                                                                                                                                                          |
| Non-directional hypothesis | Statement that a difference or relationship between variables will occur; does not specify the direction of the difference or the nature of the relationship                                                                                                           |
| Null hypothesis            | Implicit complementary statement to the research hypothesis that states that no relationship, except one due to chance, exists between the variables                                                                                                                   |
| Operationalization         | Statement that denotes how the variable is observed and measured in a specific way; most variables can be operationalized in multiple ways                                                                                                                             |
| Outcome variable           | Variable that is influenced or changed by the independent, or predictor, variable                                                                                                                                                                                      |
| Predictor variable         | Variable that causes change in the dependent, or criterion, variable; used in non-experimental research designs because the researcher cannot directly control manipulation of the independent variable                                                                |
| Reliability                | Achieved when researchers are consistent in their use of data collection procedures and when participants react                                                                                                                                                        |

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|                    | similarly to them; other researchers using the same measure in other project with comparable participants would produce similar results; measurements is stable, trustworthy, or dependable; a reliable measure is one that is consistent or gives very similar results each time it is used |
| Treatment variable | Variable manipulated by the researcher; presumably, this manipulation, or variation, is the cause of change in other variables; also referred to as <i>antecedent variable</i> , <i>experimental variable</i> , <i>independent variable</i> , and <i>causal variable</i>                     |
| Validity           | Achieved when the measurement does what it is intended to do; related to truthfulness or accuracy in measurement                                                                                                                                                                             |
| Variable           | Element that is specifically identified in the research hypotheses or questions; must be able to be expressed as more than one value or in various categories                                                                                                                                |

Feedback on previous examination papers

May/June 2011 -

May/June 2016

**OCTOBER/NOVEMBER 2014 RSC2601 MEMORANDUM**

| <b>QUESTION</b> | <b>CORRECT OPTION AND EXPLANATION</b>                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1               | Option 1 is correct. (pp.14, 23)                                                                                                                                                                                                                                                                                                                                                                           |
| 2               | Option 5 is correct. (pp.25-26)                                                                                                                                                                                                                                                                                                                                                                            |
| 3               | Option 5 is correct. (pp. 30-34)                                                                                                                                                                                                                                                                                                                                                                           |
| 4               | Option 4 is correct. (pp.12).                                                                                                                                                                                                                                                                                                                                                                              |
| 5               | Option 2 is correct. (pp. 18).                                                                                                                                                                                                                                                                                                                                                                             |
| 6               | Option 4 is correct. (pp.25-26).                                                                                                                                                                                                                                                                                                                                                                           |
| 7               | Option 3 is correct. (pp.55-56)                                                                                                                                                                                                                                                                                                                                                                            |
| 8               | Option 1 is correct. An abstract term is not easily visible or straightforward in nature. (pp.56-57)                                                                                                                                                                                                                                                                                                       |
| 9               | Option 1 is correct. (pp.77)                                                                                                                                                                                                                                                                                                                                                                               |
| 10              | Option 4 is correct. Operationalisation is the process through which abstract concepts are translated into measurable variables. At each stage in the Operationalisation process, maximum care in theory is taken in breaking down concepts into component parts, making rational decisions legitimating those decisions legitimating those decisions in respect of theoretical considerations. (pp.68-69) |
| 11              | Option 1 is correct. (pp66-67)                                                                                                                                                                                                                                                                                                                                                                             |
| 12              | Option 4 is correct. Concepts may be defined as the most elementary symbolic constructions by means of which people classify or categorised reality. In other words concepts are pigeon holes into which we sort our unstructured empirical experiences. Characteristically, concepts have more than one connotation, they are dynamic, ever changing in meaning and abstraction (pp.50-55).               |
| 13              | Option 4 is correct (pp.90).                                                                                                                                                                                                                                                                                                                                                                               |
| 14              | Option 3 is correct. (pp.81-82)                                                                                                                                                                                                                                                                                                                                                                            |

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| 15 | Option 1 is correct. Qualitative studies assume that people create and associate their own subjective and intersubjective meanings as they interact with the world around them. Qualitative researchers therefore, attempt to understand phenomena through accessing the meanings participants assign to them (pp.88).                                     |
| 16 | Option 1 is correct. Quantitative research asserts that knowledge should be based on direct apprehension of the objective world via empirically verified causal explanation.                                                                                                                                                                               |
|    | It asserts that knowledge should be based on observation and experiment (pp.88).                                                                                                                                                                                                                                                                           |
| 17 | Option 3 is correct. (pp.90)                                                                                                                                                                                                                                                                                                                               |
| 18 | Option 2 is correct. In cross-sectional research different groups of subjects are studied at the same time, e.g. adults aged 20, 25, 30, 35, 40 etc.). On the other hand in longitudinal studies the same group of subjects may be studied over some length of time. Correlational studies assess relationships between two or more phenomena. (pp.99-100) |
| 19 | Option 2 is correct. (pp.109)                                                                                                                                                                                                                                                                                                                              |
| 20 | Option 1 is correct. (pp.110)                                                                                                                                                                                                                                                                                                                              |
| 21 | Option 4 is correct. (pp.112-113)                                                                                                                                                                                                                                                                                                                          |
| 22 | Option 3 is correct. (pp.111)                                                                                                                                                                                                                                                                                                                              |
| 23 | Option 2 is correct. (pp.114)                                                                                                                                                                                                                                                                                                                              |
| 24 | Option 1 is correct. (pp.110)                                                                                                                                                                                                                                                                                                                              |
| 25 | Option 4 is correct. (pp.124)                                                                                                                                                                                                                                                                                                                              |
| 26 | Option 3 is correct. (pp.131)                                                                                                                                                                                                                                                                                                                              |

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| 27 | <p>Option 4 is correct. Two phases are implemented in this design:</p> <p>Pre-test: respondents are asked to complete a questionnaire before they are given any information.</p> <p>Post-test: respondents are randomly assigned into two groups , with one control group being given no information, while another treatment group receiving more information.</p> <p>Pre-experimental and quasiexperimental designs do not utilise random assignment into groups.</p> |
| 28 | Option 2 is correct. (pp.128)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 29 | Option 4 is correct. It is interrupted and typically used to evaluate the impact of a population. A single group is measured many times.                                                                                                                                                                                                                                                                                                                                |
| 30 | Option 1 is correct. (pp.88)                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 31 | Option 3 is correct. (pp.163)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 32 | Option 4 is correct.(pp.153).                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 33 | Option 3 is correct. (pp.164)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 34 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 35 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 36 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 37 | Option 1 is correct. (pp.187)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 38 | Option 2 is correct. (pp.190)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 39 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 40 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 41 | Option 4 is correct. (pp.180)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 42 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 43 | Option 1 is correct. (pp.231)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 44 | <p>Option 3 is correct. Mode represent the number that appears the most. Mean represents the average. Median represent the middle number.</p>                                                                                                                                                                                                                                                                                                                           |
| 45 | Option 2 is correct. (pp.220)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 46 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 47 | Option 1 is correct. (pp.224)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 48 | Option 3 is correct. (pp.228)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 49 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 50 | Option 2 is correct. (pp.84)                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 51 | Option 3 is correct. (pp.241)                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|    |                                   |
|----|-----------------------------------|
| 52 | Option 1 is correct.              |
| 53 | Option 4 is correct.              |
| 54 | Option 3 is correct. (pp.239-242) |
| 55 | Option 3 is correct. (pp.273)     |
| 56 | Option 4 is correct. (pp.264)     |
| 57 | Option 2 is correct. (pp.259)     |
| 58 | Option 3 is correct. (pp.262)     |
| 59 | Option 3 is correct. (pp.273)     |
| 60 | Option 3 is correct. (pp.272)     |

# MAY/JUNE 2015 RSC2601 MEMORANDUM

| QUESTION | CORRECT OPTION AND EXPLANATION |
|----------|--------------------------------|
| 1        | Option 1 is correct. (pp.110)  |
| 2        | Option 1 is correct. (pp.8)    |
| 3        | Option 4 is correct. (pp.5)    |
| 4        | Option 4 is correct. (pp.110)  |

Option 5 is correct. Postmodernism can be the set of ideas which try to define or explain the state of affairs in society. The theory sets about to dismantle most of our normal ways of thinking about how meaning interpretation and reality works.

Option 4 is correct. (pp.50)

Option 4 is correct. In a positive relationship, high values on one variable are associated with high values on the other and low values on one side are associated with low values on the other. On the other hand, a negative relationship implies that high values on one variable are associated with low values on the other (pp.229).

Option 5 is correct. A research problem is a definite or clear expression/ statement about an area of concern, a condition to be improved upon, a difficulty to be eliminated or a troubling question that exists in scholarly literature, in theory, or within existing practice that points to a need for meaningful understanding and deliberate investigation.

The purpose of a problem statement is to:

- Introduce the leader the reader to the importance of the topic being studied

- Place the topic into a particular context that defines the parameters of what is to be investigated

- Provide the framework for reporting the results and indicates what is probably necessary to conduct the study and explain how the findings will present this information.

Sources of research problems:

- Deductions from theory

- Interdisciplinary perspectives

- Interviewing practitioners

- Personal experience (pp.269)

Option 2 is correct.

Option 4 is correct. (pp.68).



11

Option 3 is correct. Inductive reasoning begins with specific observations or real examples in the world and progresses analytically to broader generalisations and theories based on those observed cases. This is sometimes called bottom-up approach because it starts with the specific cases on the ground and works its way up to the abstract level of theory (pp.57)

12

Option 2 is correct. (pp.58)

13

Option 4 is correct. True experimental design is regarded as the most accurate form of experimental research, in that it tries to prove or disprove a hypotheses mathematically, with statistical analysis. For an experiment to be classified as a true experimental design it must fit all of the following criteria:

The sample group must be assigned randomly

There must be a viable control group.

Only one variable can be manipulated and tested.

The tested subjects must be randomly assigned to either control or experimental group

Double blind procedure is an experimental procedure in which neither the subjects of the experiment nor the persons administering the experiment know the critical aspects of the experiment. It is used to guard against both experimental bias and placebo (pp.139).

14

Option 1 is correct. The purpose of basic research is to explain, that is, the research is interested in formulating and testing theoretical constructs and propositions that ideally generalise across time and space. This type of research take the form of a theory that explains the phenomena under investigation to give its contribution to knowledge. The research is more

|    |                                                                       |
|----|-----------------------------------------------------------------------|
|    | descriptive in nature, exploring what, why and how questions (pp.81). |
| 15 | Option 1 is correct. (pp.81)                                          |
| 16 | Option 1 is correct. (pp.95)                                          |
| 17 | Option 1 is correct. (pp.82)                                          |
| 18 | Option 3 is correct. (pp.90)                                          |
| 19 | Option 1 is correct. (pp.112/120)                                     |
| 20 | Option 2 is correct. (pp.111)                                         |
| 21 | Option 4 is correct. (pp.114)                                         |
| 22 | Option 3 is correct. (pp.112)                                         |
| 23 | Option 1 is correct. (pp.120)                                         |
| 24 | Option 1 is correct. (pp.110)                                         |
| 25 | Option 1 is correct. (pp.128)                                         |
| 26 | Option 4 is correct. (pp.13)                                          |
| 27 | Option 1 is correct.                                                  |
| 28 | Option 2 is correct.                                                  |
| 29 | Option 1 is correct. (pp.129)                                         |
| 30 | Option 2 is correct. (pp.13)                                          |
| 31 | Option 3 is correct. (pp.155)                                         |
| 32 | Option 4 is correct. (pp.158)                                         |
| 33 | Option 4 is correct. (pp.161)                                         |
| 34 | Option 3 is correct. (pp.151)                                         |
| 35 | Option 1 is correct. (pp.157)                                         |
| 36 | Option 3 is correct. (pp.152)                                         |
| 37 | Option 2 is correct. (pp.179)                                         |
| 38 | Option 3 is correct. (pp.187)                                         |
| 39 | Option 3 is correct. (pp.171)                                         |
| 40 | Option 3 is correct.                                                  |
| 41 | Option 4 is correct.                                                  |
| 42 | Option 1 is correct.                                                  |
| 43 | Option 2 is correct.                                                  |
| 44 | Option 1 is correct.                                                  |
| 45 | Option 2 is correct.                                                  |
| 46 | Option 1 is correct.                                                  |

|    |                               |
|----|-------------------------------|
| 47 | Option 2 is correct.          |
| 48 | Option 4 is correct.          |
| 49 | Option 1 is correct.          |
| 50 | Option 4 is correct.          |
| 51 | Option 5 is correct.          |
| 52 | Option 4 is correct. (pp.242) |
| 53 | Option 1 is correct. (pp.254) |
| 54 | Option 3 is correct. (pp.88)  |
| 55 | Option 3 is correct.          |
| 56 | Option 3 is correct. (pp.264) |
| 57 | Option 3 is correct. (pp.272) |
| 58 | Option 4 is correct. (pp.269) |
| 59 | Option 4 is correct. (pp.272) |
| 60 | Option 2 is correct. (pp.273) |

# OCTOBER/NOVEMBER 2015 RSC2601 MEMORANDUM

| QUESTION | CORRECT OPTION AND EXPLANATION                                                                                                                                                                                                                                                    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Option 3 is correct.                                                                                                                                                                                                                                                              |
| 2        | Option 5 is correct.                                                                                                                                                                                                                                                              |
| 3        | Option 1 is correct. Value freedom means adopting an approach to research that is not influenced by political, moral, racial or gender considerations. By and large, value freedom demands the consideration of all points of view rather than a single prejudiced point of view. |
| 4        | Option 4 is correct. Interpretive studies assume that people create and associate their own subjective and intersubjective meanings as they interact with the world around them.                                                                                                  |
| 5        | Option 2 is correct. Tradition is practice through generation.<br>Common sense is intuition.<br>Authority refers to the words of experts.                                                                                                                                         |

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| 6  | <p>Option 4 is correct. Epistemology is concerned with the nature and scope of knowledge. It addresses the questions:</p> <ul style="list-style-type: none"> <li>What is knowledge?</li> <li>How is knowledge acquired?</li> <li>What do people know?</li> <li>How do we know what we know?</li> <li>Why do we know what we know?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7  | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 8  | Option 3 is correct. Independent variable is a factor which causes a change in another variable (the dependent variable). In this scenario relative deprivation brings a change in a country's political landscape.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9  | Option 2 is correct. The research problem provides context for the study. It reveals what the researcher is trying to answer. It involves the WHAT, WHO, the WHERE, the WHEN and the WHY of the problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 10 | <p>Option 5 is correct. A theory is a set of interrelated concepts, definitions and propositions that explains or predict events or situations by specifying relations among variables. Theory presents a systematic way of understanding events, behaviour and or situations. They give researchers different lenses through which to look at complicated problems and social issues. Theories such as</p> <p>interactionism, phenomenology and critical theory can be used to:</p> <ul style="list-style-type: none"> <li>Interpret the data.</li> <li>Propose explanations of causes or influences.</li> <li>Guide the selection of relevant data.</li> <li>Provide complex and comprehensive conceptual understanding of things that are not pinned down.</li> </ul> |
| 11 | Option 2 is correct. A hypothesis is a formal statement that presents the expected relationship between an independent and dependant variable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| 12 | Option 3 is correct. An indicator is an observable and measurable entity that serves to define a concept in a practical way. In /b/ work is observable and measurable and in /c/ Retail Price Index is also observable and measurable.                                                                                                                                                              |
| 13 | Option 2 is correct. Reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection.                                                                                                                                                                                                 |
| 14 | Option 3 is correct. Cross-sectional studies examine a wide range of subjects at one specific point in time.                                                                                                                                                                                                                                                                                        |
| 15 | Option 1 is correct. Basically descriptive research is directed at making careful observation and detailed documentation of a phenomena of interest. Characteristically, this research makes description of phenomena in their natural surroundings without experimental manipulation.                                                                                                              |
| 16 | Option 1 is correct. Action research aims at solving specific problems within a programme, organisation or community.                                                                                                                                                                                                                                                                               |
| 17 | Option 2 is correct. Basic research takes the form of theory that explains the phenomena under investigation. The research is more descriptive in nature. It explains the what, why, and how question. On the other hand, applied research help people to understand the nature of human problems. It pursues potential solutions to human and societal problems by focusing on the /How/ question. |
| 18 | Option 4 is correct. The collection and analysis of quantitative data is sequentially                                                                                                                                                                                                                                                                                                               |
|    | or chronologically followed by the collection and analysis of qualitative data.                                                                                                                                                                                                                                                                                                                     |
| 19 | Option 3 is correct. Researchers should not expose research participants to undue physical or psychological harm.                                                                                                                                                                                                                                                                                   |

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| 20 | Option 2 is correct. Bias is any influence, condition or set of conditions that singly or together distort the data. Data can creep into a research project in a variety of subtle and undetected ways. Bias attack the integrity of the facts. Primary data is the data which is closest to truth. The data is often valid, most illuminating and most truth manifesting. Primary sources appeared first time e.g. letters, diaries, sermons, photographs, laws, etc. Secondary data is data that have been already collected by someone and readily available from other sources. |
| 21 | Option 3 is correct. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying afterwards. Almost all forms of expression of original ideas are protected by copyright laws.                                                                                                                                                                                                                                                                                                                                                                           |
| 22 | Option 3 is correct. Unobtrusive measures observe people in such a way that they do not know their actions are being observed. Participants should be informed of procedures for contacting the research. The researcher must respect the subjects and treat them fairly.                                                                                                                                                                                                                                                                                                           |
| 23 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 24 | Option 3 is correct. Ethics is a set of moral principles which are suggested by an individual or a group. These are subsequently widely accepted. They offer rules and behavioural expectations about the most correct conduct towards research subjects. Ethics are generally considered to deal with beliefs, about what is right or wrong, proper or improper, good or bad.                                                                                                                                                                                                      |
| 25 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 26 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 27 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 28 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29 | <p>Option 3 is correct. The testing effect refers to the effects or consequences of taking a test on the outcomes of taking a second test. Instrumentation refers to the changes in the instrument, observers, or scorers which may produce changes in outcome.</p>                                                                                                                                                                                                                                                                       |
|    | <p>Maturation refers to the processes within subjects which act as a function of the passage of time, i.e. if the project last a few years, most participants may improve their performance regardless of treatment. Statistical regression or the regression effect is a threat caused by the selection of subjects on the basis of the extreme scores or characteristics. For example, give me forty worst students and I guarantee they will show improvement.</p>                                                                     |
| 30 | <p>Option 2 is correct. Flexibility is the capacity to adapt. Only qualitative designs are viewed as being flexible.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 31 | <p>Option 2 is correct.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 32 | <p>Option 2 is correct. A representative sample is a group of participants selected from a larger population that closely matches the characteristics of the people as a whole.</p> <p>When researchers want precise statistical descriptions of large populations they turn to probability sampling.</p> <p>A basic principle of probability sampling is that a sample will be representative of the population from which it is selected if all the numbers of the population have an equal chance of being selected in the sample.</p> |
| 33 | <p>Option 1 is correct. Sampling statistics describe a sample while a parameter describes an entire population. Sampling error is the difference between a sample statistics used to estimate a population parameter.</p>                                                                                                                                                                                                                                                                                                                 |
| 34 | <p>Option 2 is correct. Bias selection is the selection of individuals, groups or data without achieving proper randomisation.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35 | Option 2 is correct. All the research findings of a qualitative or interpretivist research cannot be generalised. Non-probability sampling methods cannot guarantee that the sample we observed is representative of the whole population.                                                                                                      |
| 36 | Option 1 is correct. Cluster sampling is similar to stratified random sampling in that groups of individuals are identified from the population and subjects are drawn from these groups. Nevertheless, in cluster sampling, the researcher identifies convenient, naturally occurring group units, such as neighbourhoods, schools, districts, |
|    | or regions, not individual subjects, and then randomly selects some of these units for study. Once the units have been selected, individuals are selected from each one.                                                                                                                                                                        |
| 37 | Option 2 is correct. Ordinal scale allows researchers to rank order our data. Values of the variable can be ordered from highest to lowest.                                                                                                                                                                                                     |
| 38 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                            |
| 39 | Option 3 is correct. Telephone interviews are less time-consuming and less expensive and the researcher has ready access to virtually anyone on the planet who has a telephone.                                                                                                                                                                 |
| 40 | Option 3 is correct. Test-retest reliability method is the extent to which the same instrument yields the same result on two different occasions.                                                                                                                                                                                               |
| 41 | Option 4 is correct. Systematic error comes from the measuring instrument. Something will be wrong with the measuring instrument or data handling system because the instrument is wrongly used.                                                                                                                                                |
| 42 | Option 1 is correct. Open questions elicit what the person thinks about their experiences. They can reveal a person's intentions, goals and values.                                                                                                                                                                                             |
| 43 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                            |



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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 44 | Option 1 is correct. Standard deviation is the standard measure of variability in most statistical procedures while central tendency is the average score or mean.                                                                                                                                                                                                                                                                                                                                                                                                       |
| 45 | <p>Option 3 is correct. Correlation is the statistical process by which we discover the nature of relationships among different variables. On the other hand correlation coefficient is a number between -1 and +1.</p> <p>In a positive correlation when one variable increases, the other variable also increases.</p> <p>In a negative correlation when one variable increases the other variable decreases and vice versa. Closer the coefficients are to +1.0 and -1.0 (e.g. +0.89 or -0.76) greater is the strength of the relationship between the variables.</p> |
| 46 | Option 2 is correct. A frequency distribution or frequency table showing various possible measurement categories or classes, together with the number of cases contained in each category. The number of cases observed in a                                                                                                                                                                                                                                                                                                                                             |
|    | particular category is known as the frequency for that category.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 47 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 48 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 49 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 50 | Option 5 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 51 | Option 1 is correct. Inductive research is theory building. Inductive reasoning begins not with a pre-established truth or assumption but with an observation. In inductive reasoning, people use specific instances or occurrences to draw conclusions about entire classes of objects or events. In other words, they observe the sample and then draw conclusions about the population from which the sample come.                                                                                                                                                    |
| 52 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 53 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 54 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 55 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

56

Option 3 is correct.

57

Option 3 is correct. The following is a list of the major purposes of literature review:

Provide a context for the research.

Justify the research.

Ensure the research has not been done before.

Show where the research fits into the existing body of knowledge.

Enable the researcher to learn from the previous theory on the subject.

Illustrate how the subject has been studied previously.

Highlight flaws in the previous research.

Outline gaps in the previous research.

Show that the work is adding to the understanding and knowledge of the field.

Help refine, refocus or even change the topic.

58

Option 3 is correct.

59

Option 2 is correct.

60

Option 1 is correct.

**MAY/JUNE 2016 RSC2601 MEMORANDUM**

| QUESTION | CORRECT EXPLANATION AND EXPLANATION                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Option 4 is correct. Ego involvement in research manifest if researchers commit themselves all the more unshakably to their understanding of how things are and create a formidable barrier to further enquiry and more accurate understanding. (pp.10) |
| 2        | Option 2 is correct.                                                                                                                                                                                                                                    |
| 3        | Option 2 is correct. Interpretivism is an informal, subjective, semi systematic research approach which usually emphasises words rather numbers in the collection and analysis of data.                                                                 |

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|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4  | Option 4 is correct. Note that in research, an epistemological statement is concerned with the nature and scope of knowledge. It addresses the following questions:<br>What is knowledge?<br>How is knowledge acquired?<br>What do people know?<br>Why do we know what we know?                                                                                                                                                                                                                                                                                                                                 |
| 5  | Option is 4 correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 6  | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 7  | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8  | Option 4 is correct. Negative relationship implies that high values on one variable are associated with low values on the other.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9  | Option is 4 correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10 | Option 1 is correct. Operationalisation is a process through which abstract concepts are translated into measurable variables.<br>Through this process social phenomena are selected as indicators of social concepts. Maximum care in theory is taken in breaking down concepts into component parts, making rational decisions legitimating these decisions in respect of theoretical considerations. Through operationalisation fuzzy concepts or vague ideas that lack clarity or are only partially true are defined into measurable factors and allow them to be measured empirically and quantitatively. |
| 11 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 12 | Option 1 is correct. Concepts may be defined as the most elementary symbolic constructions by means of which people<br>classify or categorised reality. They are pigeon holes into which we sort our unstructured empirical experiences.<br>Concepts are chosen specifically to explain the phenomena of interest. They can be precise and objective or more abstract and difficult to visualise.                                                                                                                                                                                                               |
| 13 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14 | Option 1 is correct. A quantitative study usually ends with confirmation or disconfirmation of the hypotheses that were tested. Quantitative researchers seeks explanations and predictions that will generalise to other persons and places. The intent is to establish, confirm or validate relationships and to develop generalisations that will contribute to theory. |
| 15 | Option 4 is correct. Descriptive research answers the question what and explanatory research seeks answers to /why/ and /How/ type questions.                                                                                                                                                                                                                              |
| 16 | Option 2 is correct. Longitudinal research focuses on a single group of subjects throughout time. It allows the researcher to examine how the phenomena is changing and evolving over time.                                                                                                                                                                                |
| 17 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 18 | Option 3 is correct. Explanatory research seeks explanations of observed phenomena, problems or behaviour. It seeks answers to /Why/ and /How/ types of questions.                                                                                                                                                                                                         |
| 19 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 20 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 21 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 22 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 23 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 24 | Option 1 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 25 | Option 3 is correct. True experimental designs offer a great degree of control and as a result greater internal validity. In true experimental designs the groups are randomly formed. This controls past history, maturation, testing and all sources of invalidity that are based on non-equivalency of groups.                                                          |
| 26 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                       |
| 27 | Option 2 is correct. The external validity of a research study is the extent to which its results apply to situations beyond the study                                                                                                                                                                                                                                     |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>itself. In other words, the extent to which the conclusions drawn can be generalised to other contexts. Realism or a real-life-setting is a strategy used to enhance the external validity of a research project. Research conducted in the outside world may be more valid than the laboratory study in the sense that it yields results with broader applicability to other real world contexts. A representative sample and replication in different contexts can also enhance external validity.</p> |
| 28 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 29 | <p>Option 4 is correct. The internal validity of a research study is the extent to which its design and the data it yields allow the researcher to draw accurate conclusions about cause-and-effect and other relationships within the data.</p>                                                                                                                                                                                                                                                            |
| 30 | <p>Option 2 is correct. Factors which jeopardise internal validity:</p> <ul style="list-style-type: none"> <li>History - the specific events which occur between the first and second measurement.</li> <li>Maturation - most participants may improve their performance regardless of treatment.</li> <li>Mortality - the loss of subjects.</li> <li>Instrumentation - changes in the instruments, observers or scorers.</li> </ul>                                                                        |

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| 31 | <p>Option 4 is correct. Snowball sampling is a non-probability sampling method often employed in field research, whereby each person interviewed may be asked to suggest additional people for interviews.</p> <p>Quota sampling is also a non-probability sampling type in which units are selected into a sample on the basis of prespecified characteristics so that the total sample will have the same distribution of characteristics assumed to exist in the population being studied.</p> <p>Purposive sampling: the researcher select a sample on the basis of knowledge of a population, its elements and purpose of study.</p> <p>Theoretical sampling refers to the process of selecting incidents, slices of life, time periods or people on the basis of their</p> |
|    | <p>potential manifestations or representations of important theoretical constructs.</p> <p>In stratified sampling the researcher samples equally from different layers of distinctly different types of individuals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 32 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 33 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 34 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 35 | Option 2 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 36 | <p>Option 2 is correct. Simple random sampling is a type of probability sampling in which the units composing a population are assigned numbers. A set of random numbers is then generated and the units having these numbers are included in the sample.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 37 | Option 4 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 38 | Option 3 is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 39 | <p>Option 4 is correct. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme or situation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 40 | Option 3 is correct. Reactive observation is said to occur when the subjects knows or suspects that their behaviour is under scrutiny. To some degree the behaviour of the subjects is in reaction to the observer's presence and hence the research findings are distorted from the natural. |
| 41 | Option 4 is correct.                                                                                                                                                                                                                                                                          |
| 42 | Option 1 is correct.<br>Construct validity defines how well a test or experiment measure up to its claims. It refers to whether the operational definition of a variable actually reflect the true theoretical meaning of a concept.                                                          |
| 43 | Option 2 is correct. Mode is the value that appears most often in a set of data.<br>Median is the value that lie at the mid-point or the middle value.<br>Mean is the average of numbers or the range of values.                                                                              |
| 44 | Option 2 is correct.                                                                                                                                                                                                                                                                          |
| 45 | Option 2 is correct. Positive correlation is a relationship between two variables in which both variables move in tandem. It exists<br>when one variable decreases as the other variable decreases also or when one variable increases while the other increases also.                        |
| 46 | Option 1 is correct.                                                                                                                                                                                                                                                                          |
| 47 | Option 2 is correct.                                                                                                                                                                                                                                                                          |
| 48 | Option 3 is correct.                                                                                                                                                                                                                                                                          |
| 49 | Option 1 is correct.                                                                                                                                                                                                                                                                          |
| 50 | Option 1 is correct. Coding is an analytical process in both quantitative and qualitative research approaches. It utilised so as to facilitate analysis.                                                                                                                                      |
| 51 | Option 1 is correct.                                                                                                                                                                                                                                                                          |
| 52 | Option 3 is correct.                                                                                                                                                                                                                                                                          |
| 53 | Option 2 is correct.                                                                                                                                                                                                                                                                          |
| 54 | Option 5 is correct.                                                                                                                                                                                                                                                                          |
| 55 | Option 2 is correct.                                                                                                                                                                                                                                                                          |
| 56 | Option 2 is correct.                                                                                                                                                                                                                                                                          |
| 57 | Option 1 is correct.                                                                                                                                                                                                                                                                          |

|    |                      |
|----|----------------------|
| 58 | Option 1 is correct. |
| 59 | Option 2 is correct. |
| 60 | Option 3 is correct. |



**Research in the Social Sciences (RSC 2601)**  
**Feedback on previous examination papers (2011 – 2014)**

| <b>RSC 2601 - May/June 2011 – Previous examination paper</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question</b>                                              | <b>Correct answers and explanations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1</b>                                                     | Option 4 is the most correct (pg 5). Authority figures can also make mistakes.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2</b>                                                     | Option 2 is the most correct (pg 9). Study the list of errors in human error from page 8-10.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>3</b>                                                     | Option 1 is the most correct (pg 8). Study the list of sources of general knowledge from page 4-8.                                                                                                                                                                                                                                                                                                                                                                      |
| <b>4</b>                                                     | Option 1 is the most correct (pg 18). Ontology involves assumptions which refer to what to what researchers think exists and is real, e.g. a rectangle has four sides. Option 2-5 refer to ontological statements. Epistemology deals with how we can know and explain something, e.g. one can calculate the area of a rectangle by calculating the length and breadth of the area.                                                                                     |
| <b>5</b>                                                     | Option 5 is the most correct (pg 25). Option 1, 2 and 4 refer to attributes of positivism (pg 21). Option 3 relates to explanatory research (pg 92).                                                                                                                                                                                                                                                                                                                    |
| <b>6</b>                                                     | Option 4 is the most correct (pg 23). Option 4 encompasses all the characteristics of value-freedom.                                                                                                                                                                                                                                                                                                                                                                    |
| <b>7</b>                                                     | Option 3 is the most correct (pg 50-6). Consult pages 50-6 to read more about theories.                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>8</b>                                                     | Option 3 is the most correct (pg 55-6). An abstract term is not easily visible or straightforward in nature.                                                                                                                                                                                                                                                                                                                                                            |
| <b>9</b>                                                     | Option 3 is the most correct (pg 57). Deduction entails moving from general to specific. Inductive moves from specific to general.                                                                                                                                                                                                                                                                                                                                      |
| <b>10</b>                                                    | Option 4 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time. Negative correlation – one valuable increases, the other will decrease.                                                                                                                                                                                                                                                    |
| <b>11</b>                                                    | Option 1 is the most correct (pg 55-6).                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>12</b>                                                    | Option 1 is the most correct (pg 74, 77). Study question 14 on page 74 and 77.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>13</b>                                                    | Option 5 is the most correct (pg 81-2).                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>14</b>                                                    | Option 3 is the most correct (pg 98).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>15</b>                                                    | Option 1 is the most correct (pg 95).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>16</b>                                                    | Option 4 is the most correct (pg 82). Study the characteristics of descriptive research on page 82.                                                                                                                                                                                                                                                                                                                                                                     |
| <b>17</b>                                                    | Option 1 is the most correct (pg 84-88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>18</b>                                                    | Option 4 is the most correct (pg 84-88). Consult table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>19</b>                                                    | Option 3 is the most correct (pg 12).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>20</b>                                                    | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>21</b>                                                    | Option 1 is the most correct (pg 114). Infringement of privacy.                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>22</b>                                                    | Option 4 is the most correct (pg 111). Study the list of behavioral norms on page 111.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>23</b>                                                    | Option 1 is the most correct (pg 110).                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>24</b>                                                    | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>25</b>                                                    | Option 3 is the most correct (pg 126). Option (a) relates to research conducted in the interpretive paradigm.                                                                                                                                                                                                                                                                                                                                                           |
| <b>26</b>                                                    | Option 4 is the most correct (pg 131). Option 4 – Self-fulfilling prophecy/Researcher expectancy.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>27</b>                                                    | Option 4 is the most correct (pg 133-55). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with one control group being given no information, while another treatment group receiving more information). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random |

|           |                                                                                                                                                                                                                                                                                                                                                                                              |
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|           | assignment into groups.                                                                                                                                                                                                                                                                                                                                                                      |
| <b>28</b> | Option 3 is the most correct (pg 131-2). True experiments seek to control and manipulate variables randomly assigned into two groups, namely a control and experimental group.                                                                                                                                                                                                               |
| <b>29</b> | Option 2 is the most correct (pg 85-88). Qualitative approach is non-sequential.                                                                                                                                                                                                                                                                                                             |
| <b>30</b> | Option 2 is the most correct (pg 139). Qualitative approach is non-sequential.                                                                                                                                                                                                                                                                                                               |
| <b>31</b> | Option 3 is the most correct (pg159). Quota and judgmental sampling belong to non-probability sampling.                                                                                                                                                                                                                                                                                      |
| <b>32</b> | Option 1 is the most correct (pg 159). Option 2 and 4 – Stratified and cluster sampling uses groups and strata. Option 3 – Systemic sampling collects samples in 2 <sup>nd</sup> , 5 <sup>th</sup> or 10th.                                                                                                                                                                                  |
| <b>33</b> | Option 2 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                       |
| <b>34</b> | Option 4 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                       |
| <b>35</b> | Option 4 is the most correct (pg 162). Sampling technique is based on the researcher's own knowledge.                                                                                                                                                                                                                                                                                        |
| <b>36</b> | Option 4 is the most correct (pg 161).                                                                                                                                                                                                                                                                                                                                                       |
| <b>37</b> | Option 3 is the most correct (pg 187). Who is represented by "We"?                                                                                                                                                                                                                                                                                                                           |
| <b>38</b> | Option 1 is the most correct (pg 171-2). Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| <b>39</b> | Option 2 is the most correct (pg 190). Contingency questions is an umbrella term for ranking, filter and inventory questions.                                                                                                                                                                                                                                                                |
| <b>40</b> | Option 2 is the most correct (pg 195). Option 2 – Questions will be divided into two forms (testing for job evaluation and performance appraisal procedures) and scores correlated to measure the difference.                                                                                                                                                                                |
| <b>41</b> | Option 4 is the most correct (pg 202).                                                                                                                                                                                                                                                                                                                                                       |
| <b>42</b> | Option 3 is the most correct (pg 187). Single question with one main idea but is lengthy.                                                                                                                                                                                                                                                                                                    |
| <b>43</b> | Option 2 is the most correct (pg 215-7).                                                                                                                                                                                                                                                                                                                                                     |
| <b>44</b> | Option 2 is the most correct (pg 220). Option 2 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                             |
| <b>45</b> | Option 2 is the most correct (pg 222). Options 2 – Types of crimes do not need to be separated as in bar graphs since we are referring to a specific area and time period.                                                                                                                                                                                                                   |
| <b>46</b> | Option 4 is the most correct (pg 224). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                                  |
| <b>47</b> | Option 2 is the most correct (pg 228).                                                                                                                                                                                                                                                                                                                                                       |
| <b>48</b> | Option 3 is the most correct (pg 233, 235). Study question 6 on page 233 and 235.                                                                                                                                                                                                                                                                                                            |
| <b>49</b> | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                       |
| <b>50</b> | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                       |
| <b>51</b> | Option 5 is the most correct (pg 242).                                                                                                                                                                                                                                                                                                                                                       |
| <b>52</b> | Option 1 is the most correct (pg 57). Deduction entails moving from general to specific. Inductive moves from specific to general.                                                                                                                                                                                                                                                           |
| <b>53</b> | Option 3 is the most correct (pg 84-88).                                                                                                                                                                                                                                                                                                                                                     |
| <b>54</b> | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                       |
| <b>55</b> | Option 2 is the most correct (pg 57).                                                                                                                                                                                                                                                                                                                                                        |
| <b>56</b> | Option 2 is the most correct (pg 259).                                                                                                                                                                                                                                                                                                                                                       |
| <b>57</b> | Option 3 is the most correct (pg 272).                                                                                                                                                                                                                                                                                                                                                       |
| <b>58</b> | Option 4 is the most correct (pg 273).                                                                                                                                                                                                                                                                                                                                                       |

|           |                                        |
|-----------|----------------------------------------|
| <b>59</b> | Option 3 is the most correct (pg 269). |
| <b>60</b> | Option 4 is the most correct (pg 115). |

| <b>RSC 2601 - October/November 2011 – Previous examination paper</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question</b>                                                      | <b>Correct answers and explanations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>1</b>                                                             | Option 4 is the most correct (pg 12, 64-8). Option 2 – A researcher may still remain bias by find previous literature which supports his viewpoint. Furthermore, a sample only ensures that our study is representative as in the case of non-random sampling. Option 4 – Using scientific methods to carefully test our hypothesis, while including the input of our peers, definitely eliminates any element of bias.                                                                                                       |
| <b>2</b>                                                             | Option 3 is the most correct (pg 9). Option 2 – The “halo” effect results when we generalize positive qualities to an entity’s (University of South Africa) overall aspects (lectures, fees and students). Option 3 – Overgeneralization, on the other hand, steps out of this particular body’s positive attributes (Unisa) to apply them to other institutions (UP, UCT et cetera).                                                                                                                                         |
| <b>3</b>                                                             | Option 2 is the most correct (pg 6). Option 2 – Mysticism relates to superstitious beliefs such as turning around whenever you encounter a black cat.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>4</b>                                                             | Option 5 is the most correct (pg 25). Option 1, 2 and 4 refer to positivism with its emphasis on rigor and causation (pg 21). Option 3 – Explanatory research (pg 92).                                                                                                                                                                                                                                                                                                                                                        |
| <b>5</b>                                                             | Option 2 is the most correct (pg 25-6). Option 2 – Definition of Intersubjectivity.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>6</b>                                                             | Option 4 is the most correct (pg 31-4). Option 4 – Critical and feminist researchers usually make use of ethnographic and phenomenological studies. In addition, both these researchers are opposed to oppressive structures.                                                                                                                                                                                                                                                                                                 |
| <b>7</b>                                                             | Option 3 is the most correct (pg 50-6). Read these pages for more info on theories.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>8</b>                                                             | Option 2 is the most correct (pg 57). Deduction entails moving from general to specific.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>9</b>                                                             | Option 3 is the most correct (pg 66-7). Read the question tested on these pages.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>10</b>                                                            | Option 5 is the most correct (pg 60-70). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One’s state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |
| <b>11</b>                                                            | Option 5 is the most correct (pg 58-63). Option 5 – After conducting a literature review, our research problem will be grounded in theory, with narrow focus of a particular research topic and an empirical or conceptual issue to be researched.                                                                                                                                                                                                                                                                            |
| <b>12</b>                                                            | Option 2 is the most correct (pg 68-9). Option 5 – Concepts are dynamic, ever changing in meaning and abstraction.                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>13</b>                                                            | Option 2 is the most correct (pg 91). Option 2 – Reliability refers to similar research results being obtained after consecutive tests. Option 1 – Validity means the items, constructs, methods, analysis techniques should measure what the researcher is aiming to study.                                                                                                                                                                                                                                                  |
| <b>14</b>                                                            | Option 3 is the most correct (pg 131-3). Option 3 – A true experiment seeks to control and manipulate its variables using randomized groups, including a control and treatment groups.                                                                                                                                                                                                                                                                                                                                        |
| <b>15</b>                                                            | Option 1 is the most correct (pg 94-9). Read all these pages to refer to the other types of research.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>16</b>                                                            | Option 2 is the most correct (pg 88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>17</b>                                                            | Option 2 is the most correct (pg 88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>18</b>                                                            | Option 2 is the most correct (pg 87-8). Consul table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>19</b>                                                            | Option 2 is the most correct (pg 13).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>20</b>                                                            | Option 2 is the most correct (pg 112). Option 2 – Voluntariness is coerced in this case.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21</b>                                                            | Option 2 is the most correct (pg 175-6). Option 2 – Primary data is free from interpretation.                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>22</b> | Option 1 is the most correct (pg 111). Option 1 – The Department is infringing on participant's right to privacy.                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>23</b> | Option 3 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>24</b> | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>25</b> | Option 3 is the most correct (pg 124). Option 1 – A design needs to preferably be flexible in order to accommodate any new information. Only quantitative research may require fixed guidelines. Option 2 – Sampling. Option 4 – Explanatory research.                                                                                                                                                                                                                                            |
| <b>26</b> | Option 1 is the most correct (pg 140). Option 1 – Quantitative study.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>27</b> | Option 4 is the most correct (pg 133). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with one control group being given no information, while another treatment group receiving more information). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.      |
| <b>28</b> | Option 2 is the most correct (pg 135). Option 2 - Quasi-experimental designs do not utilize random assignment of participants into groups.                                                                                                                                                                                                                                                                                                                                                        |
| <b>29</b> | Option 2 is the most correct (pg 85-88). Option 2 – In-depth interviews.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>30</b> | Option 2 is the most correct (pg 85, 63). Option 2 – The research method is narrative research, however, the research question is not clearly defined since it can ask, "How outpatient suffering with depression cope in the family setting" to "How outpatients suffering with depression experience medication".                                                                                                                                                                               |
| <b>31</b> | Option 1 is the most correct (pg 161-3).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>32</b> | Option 2 is the most correct (pg 161-3). Options 2 – Quotas of specific criteria (20 male and 20 female) are set to be included in the sample.                                                                                                                                                                                                                                                                                                                                                    |
| <b>33</b> | Option 4 is the most correct (pg 153). Option 1 and 3 – Random samples offer participants an equal chance (100%) of being selected, but is expensive and also time-consuming to get right. Option 4 – A representative sample allows researchers to generalize the findings obtained from a study to the entire population.                                                                                                                                                                       |
| <b>34</b> | Option 2 is the most correct (pg 159). Option 2 – Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals).                                                                                                                                                                                            |
| <b>35</b> | Option 3 is the most correct (161). Option 1 and 2 are eliminated since they belong to random sampling techniques. Option 4 – In quota sampling, the researcher does not know in advance the specifics about his or her sample.                                                                                                                                                                                                                                                                   |
| <b>36</b> | Option 2 is the most correct (pg 151).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>37</b> | Option 4 is the most correct (pg 187). Option 4 – In which newspaper reference is this question referring too? Is it Daily Sun, Sunday Times or The Beeld? Option 1,2 and 3 – The item is a good open question, allowing the respondent to express his or her personal opinion.                                                                                                                                                                                                                   |
| <b>38</b> | Option 2 is the most correct (pg 172-192). Option 2 – Ordinal scales measure the degree of preferences, agreement, like or dislike et cetera. Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| <b>39</b> | Option 2 is the most correct (pg 181-2). Option 2 – Role-play open question.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>40</b> | Option 4 is the most correct (pg 195). Option 3 – We can only question these individuals in one                                                                                                                                                                                                                                                                                                                                                                                                   |

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|           | single opportunity. Option 4 – Items will be split and the reliability measured according to the obtained correlation between the two halves. Option 1 – Intercoder method requires two researchers to show how reliable the results are and in this case, it would not be necessary since the participants' responses using the split-half method can determine such reliability. |
| <b>41</b> | Option 3 is the most correct (pg 184).                                                                                                                                                                                                                                                                                                                                             |
| <b>42</b> | Option 2 is the most correct (pg 187). Option 1 – Double-barrel refers to statements containing two questions.                                                                                                                                                                                                                                                                     |
| <b>43</b> | Option 2 is the most correct (217-8).                                                                                                                                                                                                                                                                                                                                              |
| <b>44</b> | Option 3 is the most correct (pg 231-5). Option 2 – Descriptive statistics organizes and summaries quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score)..                                                                                    |
| <b>45</b> | Option 1 is the most correct (pg 220). Option 1 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                   |
| <b>46</b> | Option 3 is the most correct (pg 224). Option 3 – Mode represents the number that appears the most. Option 1 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                        |
| <b>47</b> | Option 2 is the most correct (pg 224). Option 1 – Mode = 16. Option 2 – Median = 8. Option 3 – Mean = $50/5 = 10$ .                                                                                                                                                                                                                                                                |
| <b>48</b> | Option 3 is the most correct (pg 233-235). Option 3 – Regardless of the sign, -(49) is closest to – (1). Study question 6 on page 233.                                                                                                                                                                                                                                             |
| <b>49</b> | Option 4 is the most correct (pg 224).                                                                                                                                                                                                                                                                                                                                             |
| <b>50</b> | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                             |
| <b>51</b> | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                             |
| <b>52</b> | Option 5 is the most correct (pg 250).                                                                                                                                                                                                                                                                                                                                             |
| <b>53</b> | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                             |
| <b>54</b> | Option 3 is the most correct (pg 240).                                                                                                                                                                                                                                                                                                                                             |
| <b>55</b> | Option 3 is the most correct (pg 273).                                                                                                                                                                                                                                                                                                                                             |
| <b>56</b> | Option 3 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                             |
| <b>56</b> | Option 4 is the most correct (pg 272).                                                                                                                                                                                                                                                                                                                                             |
| <b>57</b> | Option 4 is the most correct (pg 264).                                                                                                                                                                                                                                                                                                                                             |
| <b>58</b> | Option 3 is the most correct (pg 262).                                                                                                                                                                                                                                                                                                                                             |
| <b>59</b> | Option 1 is the most correct (pg 130). Option 1 – External validity refers to the extent to which results can be generalized to other populations or circumstances.                                                                                                                                                                                                                |
| <b>60</b> | Option 3 is the most correct (pg 270).                                                                                                                                                                                                                                                                                                                                             |

| <b>RSC 2601 - May/June 2012 – Previous examination paper</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Question</b>                                              | <b>Correct answers and explanations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>1</b>                                                     | Option 4 is the most correct (pg 12, 64-8). Option 2 – A researcher may still remain bias by find previous literature which supports his viewpoint. Furthermore, a sample only ensures that our study is representative as in the case of non-random sampling. Option 4 – Using scientific methods to carefully test our hypothesis, while including the input of our peers, definitely eliminates any element of bias.                                                                                                       |
| <b>2</b>                                                     | Option 4 is the most correct (pg 12). Research on sensitive issues (e.g. male rape) is needed to expand our understanding of the phenomenon.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>3</b>                                                     | Option 3 is the most correct (pg 12).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>4</b>                                                     | Option 1 is the most correct (pg 13). Option 1 – Honesty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>5</b>                                                     | Option 3 is the most correct (pg 50). Option 1 - Ontology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>6</b>                                                     | Option 1 is the most correct (pg 8).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>7</b>                                                     | Option 3 is the most correct (pg 50-6). Read the following pages about the nature of theories.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>8</b>                                                     | Option 2 is the most correct (pg 57). Option 4 – Inductive reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>9</b>                                                     | Option 3 is the most correct (pg 66-7). Study the question on page 66.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>10</b>                                                    | Option 5 is the most correct (pg 60-70). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One's state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |
| <b>11</b>                                                    | Option 1 is the most correct (pg 55).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>12</b>                                                    | Option 1 is the most correct (pg 74, 77). Study question 14 on page 74.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>13</b>                                                    | Option 1 is the most correct (pg 94-5). Option 1 – Descriptive research seeks to define or describe social phenomenon.                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>14</b>                                                    | Option 1 is the most correct (pg 81).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>15</b>                                                    | Option 1 is the most correct (pg 141). Option 1 – Cross-reference with applied research.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>16</b>                                                    | Option 3 is the most correct (pg 82). Applied research aims to apply research findings.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>17</b>                                                    | Option 1 is the most correct (pg 85-7). Qualitative research studies people's perception and experiences from their point of view.                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>18</b>                                                    | Option 2 is the most correct (pg 88). Consult table on page 88                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>19</b>                                                    | Option 1 is the most correct (pg 110).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>20</b>                                                    | Option 2 is the most correct (pg 109).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>21</b>                                                    | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>22</b>                                                    | Option 4 is the most correct (pg 114). Researcher should ensure anonymity.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>23</b>                                                    | Option 1 is the most correct (pg 111). Option 1 – The Department is infringing on participant's right to privacy.                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>24</b>                                                    | Option 3 is the most correct (pg 110-1).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>25</b>                                                    | Option 1 is the most correct (pg 139). Option 3 – Coherency refers to whether elements are presented in a orderly manner (pg 126). Option 4 – Qualitative research is usually non-sequential.                                                                                                                                                                                                                                                                                                                                 |
| <b>26</b>                                                    | Option 4 is the most correct (pg 131). Option 4 – Self-fulfilling prophecy/Researcher expectancy.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>27</b>                                                    | Option 3 is the most correct (pg 132). Option 3 – True experiments seek to control and manipulate samples randomly assigned into two, namely a control and treatment group.                                                                                                                                                                                                                                                                                                                                                   |
| <b>28</b>                                                    | Option 2 is the most correct (pg 133). Option 2 – One phase is implemented in this design: Posttest (respondents are randomly assigned into two groups, with one control group being given                                                                                                                                                                                                                                                                                                                                    |

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|           | behavior therapy, while another treatment group receiving the new treatment). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.                                                                                                                                                                                                                                                                                                  |
| <b>29</b> | Option 2 is the most correct (pg 128). Option 1, 3 and 4 – Raters are still working (instrumentation), nothing extraordinary happened during the study (history) and scores did not regress from extreme to average (regression effect).                                                                                                                                                                                                                                                      |
| <b>30</b> | Option 3 is the most correct (pg 180). Focus group interviews.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>31</b> | Option 3 is the most correct (pg 115, 160-1). Probability sampling is costly and time-consuming.                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>32</b> | Option 1 is the most correct (pg 154).                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>33</b> | Option 3 is the most correct (pg 151).                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>34</b> | Option 3 is the most correct (pg 162). Researcher selects sample based on his or her own knowledge.                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>35</b> | Option 2 is the most correct (pg 157). Option 3 and 4 are eliminated since they use non-probability.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>36</b> | Option 3 is the most correct (pg 164). Option 3 – A sample usually has to be 30 in order to minimize sampling error. Option 1 – The accessible population will definitely differ from the target population since we selected our sample using random sampling. Option 4 – Agoraphobia can be studied using self-administered questionnaires.                                                                                                                                                 |
| <b>37</b> | Option 1 is the most correct (pg 201). Option 2 – Reactive observation. Option 4 – Unobtrusive observation. Option 3 – Participant observation.                                                                                                                                                                                                                                                                                                                                               |
| <b>38</b> | Option 2 is the most correct (pg 181). Option 2 – Exploratory research – new phenomenon.                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>39</b> | Option 4 is the most correct (pg 195). Option 3 – We can only question these individuals in one single opportunity. Option 4 – Items will be split and the reliability measured according to the obtained correlation between the two halves. Option 1 – Intercoder method requires two researchers to show how reliable the results are and in this case, it would not be necessary since the participants' responses using the split-half method can determine such reliability.            |
| <b>40</b> | Option 1 is the most correct (pg 181). Questions starting with "are, is and can" belong to closed questions.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>41</b> | Option 3 is the most correct (pg 187). Who is represented by "Our"?                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>42</b> | Option 3 is the most correct (pg 171). Option 4 – Ordinal scales measure the degree of preferences, agreement, like or dislike et cetera. Option 3 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 2 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 1 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| <b>43</b> | Option 1 is the most correct (pg 215). Option 1 – Descriptive statistics organizes and summarizes quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score).                                                                                                                                                                                                 |
| <b>44</b> | Option 3 is the most correct (pg 221). Separate scores for individual participants.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>45</b> | Option 1 is the most correct (pg 220). Option 1 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                                                                                                                              |
| <b>46</b> | Option 4 is the most correct (pg 224-5). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 – Median represents the middle number.                                                                                                                                                                                                                                                                                                 |
| <b>47</b> | Option 1 is the most correct (pg 224). Options 1 – Measures of central tendency refer to the mean, mode and median. Standard deviation represents average of total population, which is not always easy to obtain since we cannot study the entire population.                                                                                                                                                                                                                                |
| <b>48</b> | Option 3 is the most correct (pg 233-5). Option 3 – Regardless of the sign -(49) is closest to -(1).                                                                                                                                                                                                                                                                                                                                                                                          |



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|           | Study question 6 on page 233.                                                                 |
| <b>49</b> | Option 4 is the most correct (pg 241).                                                        |
| <b>50</b> | Option 4 is the most correct (pg 240-1).                                                      |
| <b>51</b> | Option 4 is the most correct (pg 85-8).                                                       |
| <b>52</b> | Option 1 is the most correct (pg 239).                                                        |
| <b>53</b> | Option 2 is the most correct (pg 239).                                                        |
| <b>54</b> | Option 3 is the most correct (pg 240).                                                        |
| <b>55</b> | Option 3 is the most correct (pg 264).                                                        |
| <b>56</b> | Option 3 is the most correct (pg 264).                                                        |
| <b>57</b> | Option 4 is the most correct (pg 61, 269-70). Literature review points to new areas of study. |
| <b>58</b> | Option 3 is the most correct (pg 261). Consult table on page 267.                             |
| <b>59</b> | Option 4 is the most correct (pg 273).                                                        |
| <b>60</b> | Option 2 is the most correct (pg 259).                                                        |

|                        | <b><i>RSC 2601 - October/November 2012 – Previous examination paper</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b><i>Question</i></b> | <b><i>Correct answers and explanations</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>1</b>               | Option 4 is the most correct (pg 5). Authority figures are not infallible, they also can be wrong.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>2</b>               | Option 2 is the most correct (pg 9).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>3</b>               | Option 1 is the most correct (pg 12). Honesty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>4</b>               | Option 2 is the most correct (pg 8). Option 2 – Mysticism relates to superstitious beliefs such as turning around whenever you encounter a black cat.                                                                                                                                                                                                                                                                                                                                                                        |
| <b>5</b>               | Option 3 is the most correct (pg 80).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>6</b>               | Option 3 is the most correct (pg 9). Option 2 – The “halo” effect results when we generalize positive qualities to an entity’s (University of South Africa) overall aspects (lectures, fees and students). Option 3 – Overgeneralization, on the other hand, steps out of this particular body’s positive attributes (Unisa) to apply them to other institutions (UP, UCT et cetera).                                                                                                                                        |
| <b>7</b>               | Option 3 is the most correct (pg 55-6). Age, gender, educational level and income are concrete terms.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>8</b>               | Option 3 is the most correct (pg 57). Option 3 - Deduction entails moving from general to specific. Induction involves moving from the specific to a general principle.                                                                                                                                                                                                                                                                                                                                                      |
| <b>9</b>               | Option 4 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time.                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>10</b>              | Option 5 is the most correct (pg 60-7). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One’s state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |
| <b>11</b>              | Option 5 is the most correct (pg 58-63). Option 5 – After conducting a literature review, our research problem will be grounded in theory, with narrow focus of a particular research topic and an empirical or conceptual issue to be researched.                                                                                                                                                                                                                                                                           |
| <b>12</b>              | Option 2 is the most correct (pg 68-9).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>13</b>              | Option 1 is the most correct (pg 94-5).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>14</b>              | Option 2 is the most correct (pg 88). Consult table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>15</b>              | Option 1 is the most correct (pg 91). Same variables can be studied within a specific phenomenon.                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>16</b>              | Option 3 is the most correct (pg 82). Applied research seeks to come up with immediate solutions.                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>17</b>              | Option 2 is the most correct (pg 81).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>18</b>              | Option 4 is the most correct (pg 104-5). Study question 3 on page 104.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>19</b>              | Option 2 is the most correct (pg 112).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>20</b>              | Option 3 is the most correct (pg 120). Plagiarism is a serious legal offence.                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>21</b>              | Option 4 is the most correct (pg 115).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>22</b>              | Option 3 is the most correct (pg 114). Sensitivity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>23</b>              | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>24</b>              | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>25</b>              | Option 2 is the most correct (pg 128). Study other threats on internal validity on page 127-9.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>26</b>              | Option 1 is the most correct (pg 129). Study the example given under selection as a possible threat to internal validity on page 129.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>27</b>              | Option 3 is the most correct (pg 132). True experiments seek to control and manipulate variables                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|           | randomly assigned into two groups, namely a control and experimental group.                                                                                                                                                                                                                                                                                                                |
| <b>28</b> | Option 2 is the most correct (pg 135). Option 2 - Quasi-experimental designs do not utilize random assignment of participants into groups.                                                                                                                                                                                                                                                 |
| <b>29</b> | Option 2 is the most correct (pg 139). Flexibility deals with all the processes of analyzing data.                                                                                                                                                                                                                                                                                         |
| <b>30</b> | Option 3 is the most correct (pg 180). Focus groups interviews.                                                                                                                                                                                                                                                                                                                            |
| <b>31</b> | Option 3 is the most correct (pg 163). Option 1 and 2 – Quota and judgmental sampling fall within non-random sampling.                                                                                                                                                                                                                                                                     |
| <b>32</b> | Option 4 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                     |
| <b>33</b> | Option 1 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                     |
| <b>34</b> | Option 1 is the most correct (pg 159). Option 1 – Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals).                                                                                     |
| <b>35</b> | Option 2 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                     |
| <b>36</b> | Option 2 is the most correct (pg 263). Option 1 – Purposive sampling. Option 3 – Convenience sampling. Option 4 – Random sampling gives respondents equal (100%) opportunity of being selected.                                                                                                                                                                                            |
| <b>37</b> | Option 2 is the most correct (pg 202). Option 1 – Non-participant observation. Option 3 – Participant observation. Option 4 – Unobtrusive observation.                                                                                                                                                                                                                                     |
| <b>38</b> | Option 4 is the most correct (pg 182-3). Option 4 – Applied research to come up with immediate solution                                                                                                                                                                                                                                                                                    |
| <b>39</b> | Option 2 is the most correct (pg 195). Option 2 – Questions will be divided into two forms (testing for job evaluation and performance appraisal procedures) and scores correlated to measure the difference.                                                                                                                                                                              |
| <b>40</b> | Option 2 is the most correct (pg 181-2). Role-play open question.                                                                                                                                                                                                                                                                                                                          |
| <b>41</b> | Option 1 is the most correct (pg 172). Option 1 – Scale should read = Strongly agree, Agree, Neutral, Disagree and Strongly disagree.                                                                                                                                                                                                                                                      |
| <b>42</b> | Option 1 is the most correct (pg 171). Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| <b>43</b> | Option 3 is the most correct (pg 231-5). Option 2 – Descriptive statistics organizes and summarizes quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score).                                                                                            |
| <b>44</b> | Option 2 is the most correct (pg 222). Options 2 – Types of crimes do not need to be separated as in bar graphs since we are referring to a specific area and time period.                                                                                                                                                                                                                 |
| <b>45</b> | Option 2 is the most correct (pg 220). Option 2 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                           |
| <b>46</b> | Option 4 is the most correct (pg 224). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                                |
| <b>47</b> | Option 1 is the most correct (pg 224). Options 1 – Measures of central tendency refer to the mean, mode and median. Standard deviation represents average of total population, which is not always easy to obtain since we cannot study the entire population.                                                                                                                             |
| <b>48</b> | Option 2 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time.                                                                                                                                                                                                                                               |

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| <b>49</b> | Option 4 is the most correct (pg 85-8). Consult table on page 88.                        |
| <b>50</b> | Option 3 is the most correct (pg 85-8). Consult table on page 88.                        |
| <b>51</b> | Option 1 is the most correct (pg 239).                                                   |
| <b>52</b> | Option 4 is the most correct (pg 245).                                                   |
| <b>53</b> | Option 4 is the most correct (pg 242).                                                   |
| <b>54</b> | Option 1 is the most correct (pg 57). Deduction entails moving from general to specific. |
| <b>55</b> | Option 1 is the most correct (pg 258).                                                   |
| <b>56</b> | Option 3 is the most correct (pg 272).                                                   |
| <b>57</b> | Option 3 is the most correct (pg 273).                                                   |
| <b>58</b> | Option 1 is the most correct (pg 258).                                                   |
| <b>59</b> | Option 1 is the most correct (pg 272).                                                   |
| <b>60</b> | Option 4 is the most correct (pg 246-5).                                                 |

|                        | <b><i>RSC 2601 - October/November 2013 – Previous examination paper</i></b>                                                  |
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| <b><i>Question</i></b> | <b><i>Correct answers and explanations</i></b>                                                                               |
| <b>1</b>               | Option 3 is the most correct (pg 12).                                                                                        |
| <b>2</b>               | Option 5 is the most correct (pg 37).                                                                                        |
| <b>3</b>               | Option 5 is the most correct (pg 3).                                                                                         |
| <b>4</b>               | Option 3 is the most correct (pg 9-10).                                                                                      |
| <b>5</b>               | Option 3 is the most correct (pg 9-10).                                                                                      |
| <b>6</b>               | Option 1 is the most correct (pg 9-10).                                                                                      |
| <b>7</b>               | Option 5 is the most correct (pg 50-5). Read pages 53 to 54 for more on theory.                                              |
| <b>8</b>               | Option 2 is the most correct (pg 54).                                                                                        |
| <b>9</b>               | Option 3 is the most correct (pg 66).                                                                                        |
| <b>10</b>              | Option 5 is the most correct (pg 63).                                                                                        |
| <b>11</b>              | Option 1 is the most correct (pg 77).                                                                                        |
| <b>12</b>              | Option 3 is the most correct (pg 57).                                                                                        |
| <b>13</b>              | Option 4 is the most correct (pg 94).                                                                                        |
| <b>14</b>              | Option 2 is the most correct (pg 88).                                                                                        |
| <b>15</b>              | Option 1 is the most correct (pg 94-6).                                                                                      |
| <b>16</b>              | Option 3 is the most correct (pg 131).                                                                                       |
| <b>17</b>              | Option 4 is the most correct (pg 88).                                                                                        |
| <b>18</b>              | Option 2 is the most correct (pg 191).                                                                                       |
| <b>19</b>              | Option 4 is the most correct (pg 114).                                                                                       |
| <b>20</b>              | Option 3 is the most correct (pg 114).                                                                                       |
| <b>21</b>              | Option 2 is the most correct (pg 114).                                                                                       |
| <b>22</b>              | Option 1 is the most correct (pg 114).                                                                                       |
| <b>23</b>              | Option 3 is the most correct (pg 119-20).                                                                                    |
| <b>24</b>              | Option 3 is the most correct (pg 111).                                                                                       |
| <b>25</b>              | Option 2 is the most correct (pg 138-40).                                                                                    |
| <b>26</b>              | Option 3 is the most correct (pg 88).                                                                                        |
| <b>27</b>              | Option 1 is the most correct (pg 128).                                                                                       |
| <b>28</b>              | Option 2 is the most correct (pg 134).                                                                                       |
| <b>29</b>              | Option 2 is the most correct (pg 128).                                                                                       |
| <b>30</b>              | Option 3 is the most correct (pg 63).                                                                                        |
| <b>31</b>              | Option 4 is the most correct (162).                                                                                          |
| <b>32</b>              | Option 4 is the most correct (pg 153).                                                                                       |
| <b>33</b>              | Option 2 is the most correct (pg 159).                                                                                       |
| <b>34</b>              | Option 2 is the most correct (pg 151). Instead, one can take it once and use that sample to represent the entire population. |
| <b>35</b>              | Option 1 is the most correct (pg 153).                                                                                       |
| <b>36</b>              | Option 3 is the most correct (pg 164).                                                                                       |
| <b>37</b>              | Option 3 is the most correct (pg 174).                                                                                       |
| <b>38</b>              | Option 3 is the most correct (pg 181).                                                                                       |
| <b>39</b>              | Option 3 is the most correct (pg 184).                                                                                       |
| <b>40</b>              | Option 3 is the most correct (pg 187).                                                                                       |
| <b>41</b>              | Option 3 is the most correct (pg 187).                                                                                       |
| <b>42</b>              | Option 2 is the most correct (pg 172).                                                                                       |
| <b>43</b>              | Option 4 is the most correct (pg 226).                                                                                       |

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| <b>44</b> | Option 2 is the most (pg 219-220).                              |
| <b>45</b> | Option 2 is the most correct (pg 224).                          |
| <b>46</b> | Option 1 is the most correct (pg 220-1).                        |
| <b>47</b> | Option 2 is the most correct (pg 229).                          |
| <b>48</b> | Option 2 is the most correct (pg 229).                          |
| <b>49</b> | Option 4 is the most correct (pg 88).                           |
| <b>50</b> | Option 2 is the most correct (pg 88). Consult table on page 88. |
| <b>51</b> | Option 4 is the most correct (pg 244).                          |
| <b>52</b> | Option 5 is the most correct (pg 250).                          |
| <b>53</b> | Option 4 is the most correct (pg 241).                          |
| <b>54</b> | Option 1 is the most correct (pg 57).                           |
| <b>55</b> | Option 1 is the most correct (pg 258).                          |
| <b>56</b> | Option 4 is the most correct (pg 260).                          |
| <b>57</b> | Option 2 is the most correct (pg 269-70).                       |
| <b>58</b> | Option 3 is the most correct (pg 270).                          |
| <b>59</b> | Option 3 is the most correct (pg 262).                          |
| <b>60</b> | Option 4 is the most correct (pg 114-5).                        |

|                        | <b><i>RSC 2601 - May/June 2014 – Previous examination paper</i></b>                                                                                                                                                                                                                              |
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| <b><i>Question</i></b> | <b><i>Correct answers and explanations</i></b>                                                                                                                                                                                                                                                   |
| <b>1</b>               | Option 4 is the most correct (pg 10).                                                                                                                                                                                                                                                            |
| <b>2</b>               | Option 3 is the most correct (pg 12).                                                                                                                                                                                                                                                            |
| <b>3</b>               | Option 4 is the most correct (pg 12, 15).                                                                                                                                                                                                                                                        |
| <b>4</b>               | Option 3 is the most correct (pg 22-6).                                                                                                                                                                                                                                                          |
| <b>5</b>               | Option 4 is the most correct (pg 22-3).                                                                                                                                                                                                                                                          |
| <b>6</b>               | Option 5 is the most correct (pg 30-4).                                                                                                                                                                                                                                                          |
| <b>7</b>               | Option 4 is the most correct (pg 53-5). Read pages 53 to 54 for more on theory.                                                                                                                                                                                                                  |
| <b>8</b>               | Option 4 is the most correct (pg 68-9).                                                                                                                                                                                                                                                          |
| <b>9</b>               | Option 3 is the most correct (pg 51-2).                                                                                                                                                                                                                                                          |
| <b>10</b>              | Option 2 is the most correct (pg 57).                                                                                                                                                                                                                                                            |
| <b>11</b>              | Option 5 is the most correct (pg 51-5).                                                                                                                                                                                                                                                          |
| <b>12</b>              | Option 3 is the most correct (pg 66-7).                                                                                                                                                                                                                                                          |
| <b>13</b>              | Option 4 is the most correct (pg 101).                                                                                                                                                                                                                                                           |
| <b>14</b>              | Option 1 is the most correct (pg 94-5). Read page 94-5 for more on descriptive research.                                                                                                                                                                                                         |
| <b>15</b>              | Option 3 is the most correct (pg 88, 94-5).                                                                                                                                                                                                                                                      |
| <b>16</b>              | Option 1 is the most correct (pg 94-5).                                                                                                                                                                                                                                                          |
| <b>17</b>              | Option 3 is the most correct (pg 81-2, 141).                                                                                                                                                                                                                                                     |
| <b>18</b>              | Option 3 is the most correct (pg 98-9).                                                                                                                                                                                                                                                          |
| <b>19</b>              | Option 3 is the most correct (pg 112).                                                                                                                                                                                                                                                           |
| <b>20</b>              | Option 3 is the most correct (pg 114-5). Infringement of privacy.                                                                                                                                                                                                                                |
| <b>21</b>              | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                           |
| <b>22</b>              | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                           |
| <b>23</b>              | Option 1 is the most correct (pg 114).                                                                                                                                                                                                                                                           |
| <b>24</b>              | Option 4 is the most correct (pg 119-9).                                                                                                                                                                                                                                                         |
| <b>25</b>              | Option 4 is the most correct (pg 131). A true experiment seeks to control and manipulate its variables using randomized groups, including a control and treatment groups.                                                                                                                        |
| <b>26</b>              | Option 2 is the most correct (pg 130).                                                                                                                                                                                                                                                           |
| <b>27</b>              | Option 4 is the most correct (pg 131). Option 1 and 2 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.                                                                                                                                            |
| <b>28</b>              | Option 4 is the most correct (pg 129).                                                                                                                                                                                                                                                           |
| <b>29</b>              | Option 3 is the most correct (pg 126-7).                                                                                                                                                                                                                                                         |
| <b>30</b>              | Option 4 is the most correct (pg 138-141).                                                                                                                                                                                                                                                       |
| <b>31</b>              | Option 4 is the most correct (158).                                                                                                                                                                                                                                                              |
| <b>32</b>              | Option 1 is the most correct (pg 161).                                                                                                                                                                                                                                                           |
| <b>33</b>              | Option 3 is the most correct (pg 161, 163).                                                                                                                                                                                                                                                      |
| <b>34</b>              | Option 2 is the most correct (pg 153).                                                                                                                                                                                                                                                           |
| <b>35</b>              | Option 1 is the most correct (pg 154).                                                                                                                                                                                                                                                           |
| <b>36</b>              | Option 3 is the most correct (pg 159, 163). Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals). |
| <b>37</b>              | Option 3 is the most correct (pg 171).                                                                                                                                                                                                                                                           |
| <b>38</b>              | Option 4 is the most correct (pg 180).                                                                                                                                                                                                                                                           |
| <b>39</b>              | Option 3 is the most correct (pg 178).                                                                                                                                                                                                                                                           |

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| <b>40</b> | Option 3 is the most correct (pg 171). BA degree.               |
| <b>41</b> | Option 1 is the most correct (pg 201).                          |
| <b>42</b> | Option 4 is the most correct (pg 187).                          |
| <b>43</b> | Option 3 is the most correct (pg 221).                          |
| <b>44</b> | Option 3 is the most correct (pg 231). Q2 pg 232, 235           |
| <b>45</b> | Option 4 is the most correct (pg 224).                          |
| <b>46</b> | Option 4 is the most correct (pg 226).                          |
| <b>47</b> | Option 2 is the most correct (pg 229).                          |
| <b>48</b> | Option 3 is the most correct (pg 224-5).                        |
| <b>49</b> | Option 3 is the most correct (pg 88). Consult table on page 88. |
| <b>50</b> | Option 3 is the most correct (pg 245-6).                        |
| <b>51</b> | Option 3 is the most correct (pg 248).                          |
| <b>52</b> | Option 4 is the most correct (pg 238-422).                      |
| <b>53</b> | Option 3 is the most correct (pg 239, 88).                      |
| <b>54</b> | Option 1 is the most correct (pg 239-40).                       |
| <b>55</b> | Option 3 is the most correct (pg 272).                          |
| <b>56</b> | Option 2 is the most correct (pg 57).                           |
| <b>57</b> | Option 4 is the most correct (pg 237).                          |
| <b>58</b> | Option 4 is the most correct (pg 237).                          |
| <b>59</b> | Option 2 is the most correct (pg 258-9).                        |
| <b>60</b> | Option 4 is the most correct.                                   |



|                        | <b><i>RSC 2601 - October/November 2014 – Previous examination paper</i></b>                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b><i>Question</i></b> | <b><i>Correct answers and explanations</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>1</b>               | Option 1 is the most correct (pg 14, 23).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>2</b>               | Option 5 is the most correct (pg 25-6).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>3</b>               | Option 5 is the most correct (pg 30-4).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4</b>               | Option 4 is the most correct (pg 12, 15).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>5</b>               | Option 2 is the most correct (pg 18).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>6</b>               | Option 4 is the most correct (pg 25-6).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>7</b>               | Option 3 is the most correct (pg 55-6).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>8</b>               | Option 1 is the most correct (pg 55-6). An abstract term is not easily visible or straightforward in nature.                                                                                                                                                                                                                                                                                                                                                                |
| <b>9</b>               | Option 1 is the most correct (pg 77). Q14                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>10</b>              | Option 4 is the most correct (pg 68-9).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>11</b>              | Option 1 is the most correct (pg 66-7).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>12</b>              | Option 4 is the most correct (pg 50-5). Concepts are dynamic, ever changing in meaning and abstraction.                                                                                                                                                                                                                                                                                                                                                                     |
| <b>13</b>              | Option 4 is the most correct (pg 90).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>14</b>              | Option 3 is the most correct (pg 81-2).                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>15</b>              | Option 1 is the most correct (pg 88).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>16</b>              | Option 1 is the most correct (pg 88).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>17</b>              | Option 3 is the most correct (pg 90).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>18</b>              | Option 2 is the most correct (pg 99-100).                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>19</b>              | Option 2 is the most correct (pg 109).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>20</b>              | Option 1 is the most correct (pg 110).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21</b>              | Option 2 is the most correct (pg 112-3).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>22</b>              | Option 3 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>23</b>              | Option 2 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>24</b>              | Option 2 is the most correct (pg 110-1).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>25</b>              | Option 4 is the most correct (pg 124).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>26</b>              | Option 3 is the most correct (pg 131).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>27</b>              | Option 4 is the most correct (pg 133). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with one control group being given no information, while another treatment group receiving more information). Pre-experimental and quasi-experimental designs do not utilize random assignment into groups. |
| <b>28</b>              | Option 2 is the most correct (pg 128-9).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>29</b>              | Option 4 is the most correct (pg 100-1).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>30</b>              | Option 1 is the most correct (pg 88).                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>31</b>              | Option 2 is the most correct (pg 163).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>32</b>              | Option 4 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>33</b>              | Option 3 is the most correct (pg 164).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>34</b>              | Option 3 is the most correct (pg 161-2).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>35</b>              | Option 1 is the most correct (pg 164-5).                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>36</b>              | Option 4 is the most correct (pg 161).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>37</b>              | Option 1 is the most correct (pg 187).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>38</b>              | Option 2 is the most correct (pg 190).                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>39</b> | Option 2 is the most correct (pg 202).                                                                                                                     |
| <b>40</b> | Option 1 is the most correct (pg 171-2).                                                                                                                   |
| <b>41</b> | Option 4 is the most correct (pg 180).                                                                                                                     |
| <b>42</b> | Option 3 is the most correct (pg 182-5).                                                                                                                   |
| <b>43</b> | Option 1 is the most correct (pg 231).                                                                                                                     |
| <b>44</b> | Option 3 is the most correct (pg 224). Mode represents the number that appears the most. Mean represents the average. Median represents the middle number. |
| <b>45</b> | Option 2 is the most correct (pg 220).                                                                                                                     |
| <b>46</b> | Option 4 is the most correct (pg 224).                                                                                                                     |
| <b>47</b> | Option 1 is the most correct (pg 224).                                                                                                                     |
| <b>48</b> | Option 3 is the most correct (pg 227-8).                                                                                                                   |
| <b>49</b> | Option 3 is the most correct (pg 227-8). Consult table on page 88.                                                                                         |
| <b>50</b> | Option 2 is the most correct (pg 84-8). Consult table on page 88.                                                                                          |
| <b>51</b> | Option 3 is the most correct (pg 241).                                                                                                                     |
| <b>52</b> | Option 1 is the most correct (pg 239).                                                                                                                     |
| <b>53</b> | Option 4 is the most correct (pg 239-42).                                                                                                                  |
| <b>54</b> | Option 3 is the most correct (pg 239-42, 88).                                                                                                              |
| <b>55</b> | Option 3 is the most correct (pg 273).                                                                                                                     |
| <b>56</b> | Option 4 is the most correct (pg 264-7).                                                                                                                   |
| <b>57</b> | Option 2 is the most correct (pg 259-60).                                                                                                                  |
| <b>58</b> | Option 3 is the most correct (pg 262).                                                                                                                     |
| <b>59</b> | Option 3 is the most correct (pg 273).                                                                                                                     |
| <b>60</b> | Option 3 is the most correct (pg 272).                                                                                                                     |

# RSC2601 EXAM PACK

## Research in the Social Sciences (RSC 2601)

Past papers 2011- May 2013

Worked and compiled by

Lindo

For

And on behalf of



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Only for UNISA students doing the module RSC2601

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**NOTE TO STUDENTS**

**This exam pack gives much reference to the prescribed textbook, thus for it to be helpful you should always use it with the prescribed textbook as complimentary.**

**Feedback on previous examination papers  
(2011 – 2013)**

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## May/June 2011

| RSC 2601 - May/June 2011 – Previous examination paper |                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question                                              | Correct answers and explanations                                                                                                                                                                                                                                                                                                                                                    |
| 1                                                     | Option 4 is the most correct (pg 5). Authority figures can also make mistakes.                                                                                                                                                                                                                                                                                                      |
| 2                                                     | Option 2 is the most correct (pg 9). Study the list of errors in human error from page 8-10.                                                                                                                                                                                                                                                                                        |
| 3                                                     | Option 1 is the most correct (pg 8). Study the list of sources of general knowledge from page 4-8.                                                                                                                                                                                                                                                                                  |
| 4                                                     | Option 1 is the most correct (pg 18). Ontology involves assumptions which refer to what to what researchers think exists and is real, e.g. a rectangle has four sides. Option 2-5 refer to ontological statements. Epistemology deals with how we can know and explain something, e.g. one can calculate the area of a rectangle by calculating the length and breadth of the area. |
| 5                                                     | Option 5 is the most correct (pg 25). Option 1, 2 and 4 refer to attributes of positivism (pg21). Option 3 relates to explanatory research (pg 92).                                                                                                                                                                                                                                 |
| 6                                                     | Option 4 is the most correct (pg 23). Option 4 encompasses all the characteristics of value-freedom.                                                                                                                                                                                                                                                                                |
| 7                                                     | Option 3 is the most correct (pg 50-6). Consult pages 50-6 to read more about theories.                                                                                                                                                                                                                                                                                             |
| 8                                                     | Option 3 is the most correct (pg 55-6). An abstract term is not easily visible or straightforward in nature.                                                                                                                                                                                                                                                                        |
| 9                                                     | Option 3 is the most correct (pg 57). Deduction entails moving from general to specific. Inductive moves from specific to general.                                                                                                                                                                                                                                                  |
| 10                                                    | Option 4 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time. Negative correlation – one valuable increases, the other will decrease.                                                                                                                                                                |
| 11                                                    | Option 1 is the most correct (pg 55-6).                                                                                                                                                                                                                                                                                                                                             |
| 12                                                    | Option 1 is the most correct (pg 74, 77). Study question 14 on page 74 and 77.                                                                                                                                                                                                                                                                                                      |
| 13                                                    | Option 5 is the most correct (pg 81-2).                                                                                                                                                                                                                                                                                                                                             |
| 14                                                    | Option 3 is the most correct (pg 98).                                                                                                                                                                                                                                                                                                                                               |
| 15                                                    | Option 1 is the most correct (pg 95).                                                                                                                                                                                                                                                                                                                                               |
| 16                                                    | Option 4 is the most correct (pg 82). Study the characteristics of descriptive research on page 82.                                                                                                                                                                                                                                                                                 |
| 17                                                    | Option 1 is the most correct (pg 84-88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                              |
| 18                                                    | Option 4 is the most correct (pg 84-88). Consult table on page 88.                                                                                                                                                                                                                                                                                                                  |
| 19                                                    | Option 3 is the most correct (pg 12).                                                                                                                                                                                                                                                                                                                                               |
| 20                                                    | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                              |
| 21                                                    | Option 1 is the most correct (pg 114). Infringement of privacy.                                                                                                                                                                                                                                                                                                                     |
| 22                                                    | Option 4 is the most correct (pg 111). Study the list of behavioral norms on page 111.                                                                                                                                                                                                                                                                                              |
| 23                                                    | Option 1 is the most correct (pg 110).                                                                                                                                                                                                                                                                                                                                              |
| 24                                                    | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                              |
| 25                                                    | Option 3 is the most correct (pg 126). Option (a) relates to research conducted in the interpretive paradigm.                                                                                                                                                                                                                                                                       |
| 26                                                    | Option 4 is the most correct (pg 131). Option 4 – Self-fulfilling prophecy/Researcher expectancy.                                                                                                                                                                                                                                                                                   |
| 27                                                    | Option 4 is the most correct (pg 133-55). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with                                                                                                             |



|    |                                                                                                                                                                                                                                                                                                                                                                                              |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | one control group being given no information, while another treatment group receiving more information). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.                                                                                                                                                                      |
| 28 | Option 3 is the most correct (pg 131-2). True experiments seek to control and manipulate variables randomly assigned into two groups, namely a control and experimental group.                                                                                                                                                                                                               |
| 29 | Option 2 is the most correct (pg 85-88). Qualitative approach is non-sequential.                                                                                                                                                                                                                                                                                                             |
| 30 | Option 2 is the most correct (pg 139). Qualitative approach is non-sequential.                                                                                                                                                                                                                                                                                                               |
| 31 | Option 3 is the most correct (pg159). Quota and judgmental sampling belong to non-probability sampling.                                                                                                                                                                                                                                                                                      |
| 32 | Option 1 is the most correct (pg 159). Option 2 and 4 – Stratified and cluster sampling uses groups and strata. Option 3 – Systemic sampling collects samples in 2 <sup>nd</sup> , 5 <sup>th</sup> or 10 <sup>th</sup> .                                                                                                                                                                     |
| 33 | Option 2 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                       |
| 34 | Option 4 is the most correct (pg 153).                                                                                                                                                                                                                                                                                                                                                       |
| 35 | Option 4 is the most correct (pg 162). Sampling technique is based on the researcher's own knowledge.                                                                                                                                                                                                                                                                                        |
| 36 | Option 4 is the most correct (pg 161).                                                                                                                                                                                                                                                                                                                                                       |
| 37 | Option 3 is the most correct (pg 187). Who is represented by "We"?                                                                                                                                                                                                                                                                                                                           |
| 38 | Option 1 is the most correct (pg 171-2). Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| 39 | Option 2 is the most correct (pg 190). Contingency questions is an umbrella term for ranking, filter and inventory questions.                                                                                                                                                                                                                                                                |
| 40 | Option 2 is the most correct (pg 195). Option 2 – Questions will be divided into two forms (testing for job evaluation and performance appraisal procedures) and scores correlated to measure the difference.                                                                                                                                                                                |
| 41 | Option 4 is the most correct (pg 202).                                                                                                                                                                                                                                                                                                                                                       |
| 42 | Option 3 is the most correct (pg 187). Single question with one main idea but is lengthy.                                                                                                                                                                                                                                                                                                    |
| 43 | Option 2 is the most correct (pg 215-7).                                                                                                                                                                                                                                                                                                                                                     |
| 44 | Option 2 is the most correct (pg 220). Option 2 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                             |
| 45 | Option 2 is the most correct (pg 222). Options 2 – Types of crimes do not need to be separated as in bar graphs since we are referring to a specific area and time period.                                                                                                                                                                                                                   |
| 46 | Option 4 is the most correct (pg 224). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                                  |
| 47 | Option 2 is the most correct (pg 228).                                                                                                                                                                                                                                                                                                                                                       |
| 48 | Option 3 is the most correct (pg 233, 235). Study question 6 on page 233 and 235.                                                                                                                                                                                                                                                                                                            |
| 49 | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                       |
| 50 | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                       |
| 51 | Option 5 is the most correct (pg 242).                                                                                                                                                                                                                                                                                                                                                       |
| 52 | Option 1 is the most correct (pg 57). Deduction entails moving from general to specific. Inductive moves from specific to general.                                                                                                                                                                                                                                                           |
| 53 | Option 3 is the most correct (pg 84-88).                                                                                                                                                                                                                                                                                                                                                     |
| 54 | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                       |
| 55 | Option 2 is the most correct (pg 57).                                                                                                                                                                                                                                                                                                                                                        |



|    |                                        |
|----|----------------------------------------|
| 56 | Option 2 is the most correct (pg 259). |
| 57 | Option 3 is the most correct (pg 272). |
| 58 | Option 4 is the most correct (pg 273). |
| 59 | Option 3 is the most correct (pg 269). |
| 60 | Option 4 is the most correct (pg 115). |





## October/November 2011

| RSC 2601 - October/November 2011 – Previous examination paper |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question                                                      | Correct answers and explanations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1                                                             | Option 4 is the most correct (pg 12, 64-8). Option 2 – A researcher may still remain bias by find previous literature which supports his viewpoint. Furthermore, a sample only ensures that our study is representative as in the case of non-random sampling. Option 4 – Using scientific methods to carefully test our hypothesis, while including the input of our peers, definitely eliminates any element of bias.                                                                                                       |
| 2                                                             | Option 3 is the most correct (pg 9). Option 2 – The “halo” effect results when we generalize positive qualities to an entity’s (University of South Africa) overall aspects (lectures, fees and students). Option 3 – Overgeneralization, on the other hand, steps out of this particular body’s positive attributes (Unisa) to apply them to other institutions (UP, UCT et cetera).                                                                                                                                         |
| 3                                                             | Option 2 is the most correct (pg 6). Option 2 – Mysticism relates to superstitious beliefs such as turning around whenever you encounter a black cat.                                                                                                                                                                                                                                                                                                                                                                         |
| 4                                                             | Option 5 is the most correct (pg 25). Option 1, 2 and 4 refer to positivism with its emphasis on rigor and causation (pg 21). Option 3 – Explanatory research (pg 92).                                                                                                                                                                                                                                                                                                                                                        |
| 5                                                             | Option 2 is the most correct (pg 25-6). Option 2 – Definition of Intersubjectivity.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6                                                             | Option 4 is the most correct (pg 31-4). Option 4 – Critical and feminist researchers usually make use of ethnographic and phenomenological studies. In addition, both these researchers are opposed to oppressive structures.                                                                                                                                                                                                                                                                                                 |
| 7                                                             | Option 3 is the most correct (pg 50-6). Read these pages for more info on theories.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 8                                                             | Option 2 is the most correct (pg 57). Deduction entails moving from general to specific.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9                                                             | Option 3 is the most correct (pg 66-7). Read the question tested on these pages.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10                                                            | Option 5 is the most correct (pg 60-70). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One’s state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |
| 11                                                            | Option 5 is the most correct (pg 58-63). Option 5 – After conducting a literature review, our research problem will be grounded in theory, with narrow focus of a particular research topic and an empirical or conceptual issue to be researched.                                                                                                                                                                                                                                                                            |
| 12                                                            | Option 2 is the most correct (pg 68-9). Option 5 – Concepts are dynamic, ever changing in meaning and abstraction.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 13                                                            | Option 2 is the most correct (pg 91). Option 2 – Reliability refers to similar research results being obtained after consecutive tests. Option 1 – Validity means the items, constructs, methods, analysis techniques should measure what the researcher is aiming to study.                                                                                                                                                                                                                                                  |
| 14                                                            | Option 3 is the most correct (pg 131-3). Option 3 – A true experiment seeks to control and manipulate its variables using randomized groups, including a control and treatment groups.                                                                                                                                                                                                                                                                                                                                        |
| 15                                                            | Option 1 is the most correct (pg 94-9). Read all these pages to refer to the other types of research.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 16                                                            | Option 2 is the most correct (pg 88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 17                                                            | Option 2 is the most correct (pg 88). Consult the table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 18                                                            | Option 2 is the most correct (pg 87-8). Consul table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 19                                                            | Option 2 is the most correct (pg 13).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 | Option 2 is the most correct (pg 112). Option 2 – Voluntariness is coerced in this case.                                                                                                                                                                                                                                                                                                                                                                                                          |
| 21 | Option 2 is the most correct (pg 175-6). Option 2 – Primary data is free from interpretation.                                                                                                                                                                                                                                                                                                                                                                                                     |
| 22 | Option 1 is the most correct (pg 111). Option 1 – The Department is infringing on participant's right to privacy.                                                                                                                                                                                                                                                                                                                                                                                 |
| 23 | Option 3 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 24 | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 25 | Option 3 is the most correct (pg 124). Option 1 – A design needs to preferably be flexible in order to accommodate any new information. Only quantitative research may require fixed guidelines. Option 2 – Sampling. Option 4 – Explanatory research.                                                                                                                                                                                                                                            |
| 26 | Option 1 is the most correct (pg 140). Option 1 – Quantitative study.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 27 | Option 4 is the most correct (pg 133). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with one control group being given no information, while another treatment group receiving more information). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.      |
| 28 | Option 2 is the most correct (pg 135). Option 2 - Quasi-experimental designs do not utilize random assignment of participants into groups.                                                                                                                                                                                                                                                                                                                                                        |
| 29 | Option 2 is the most correct (pg 85-88). Option 2 – In-depth interviews.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 30 | Option 2 is the most correct (pg 85, 63). Option 2 – The research method is narrative research, however, the research question is not clearly defined since it can ask, "How outpatient suffering with depression cope in the family setting" to "How outpatients suffering with depression experience medication".                                                                                                                                                                               |
| 31 | Option 1 is the most correct (pg 161-3).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 32 | Option 2 is the most correct (pg 161-3). Options 2 – Quotas of specific criteria (20 male and 20 female) are set to be included in the sample.                                                                                                                                                                                                                                                                                                                                                    |
| 33 | Option 4 is the most correct (pg 153). Option 1 and 3 – Random samples offer participants an equal chance (100%) of being selected, but is expensive and also time-consuming to get right. Option 4 – A representative sample allows researchers to generalize the findings obtained from a study to the entire population.                                                                                                                                                                       |
| 34 | Option 2 is the most correct (pg 159). Option 2 – Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals).                                                                                                                                                                                            |
| 35 | Option 3 is the most correct (161). Option 1 and 2 are eliminated since they belong to random sampling techniques. Option 4 – In quota sampling, the researcher does not know in advance the specifics about his or her sample.                                                                                                                                                                                                                                                                   |
| 36 | Option 2 is the most correct (pg 151).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 37 | Option 4 is the most correct (pg 187). Option 4 – In which newspaper reference is this question referring too? Is it Daily Sun, Sunday Times or The Beeld? Option 1, 2 and 3 – The item is a good open question, allowing the respondent to express his or her personal opinion.                                                                                                                                                                                                                  |
| 38 | Option 2 is the most correct (pg 172-192). Option 2 – Ordinal scales measure the degree of preferences, agreement, like or dislike et cetera. Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 39 | Option 2 is the most correct (pg 181-2). Option 2 – Role-play open question.                                                                                                                                                                                                                                                                                                                                                                                                       |
| 40 | Option 4 is the most correct (pg 195). Option 3 – We can only question these individuals in one single opportunity. Option 4 – Items will be split and the reliability measured according to the obtained correlation between the two halves. Option 1 – Intercoder method requires two researchers to show how reliable the results are and in this case, it would not be necessary since the participants' responses using the split-half method can determine such reliability. |
| 41 | Option 3 is the most correct (pg 184).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 42 | Option 2 is the most correct (pg 187). Option 1 – Double-barrel refers to statements containing two questions.                                                                                                                                                                                                                                                                                                                                                                     |
| 43 | Option 2 is the most correct (217-8).                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 44 | Option 3 is the most correct (pg 231-5). Option 2 – Descriptive statistics organizes and summaries quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score)..                                                                                                                                                                                    |
| 45 | Option 1 is the most correct (pg 220). Option 1 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                                                                                                                   |
| 46 | Option 3 is the most correct (pg 224). Option 3 – Mode represents the number that appears the most. Option 1 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                                                                                                                        |
| 47 | Option 2 is the most correct (pg 224). Option 1 – Mode = 16. Option 2 – Median = 8. Option 3 – Mean = $50/5 = 10$ .                                                                                                                                                                                                                                                                                                                                                                |
| 48 | Option 3 is the most correct (pg 233-235). Option 3 – Regardless of the sign, -(49) is closest to -(1). Study question 6 on page 233.                                                                                                                                                                                                                                                                                                                                              |
| 49 | Option 4 is the most correct (pg 224).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 50 | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 51 | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 52 | Option 5 is the most correct (pg 250).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 53 | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 54 | Option 3 is the most correct (pg 240).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 55 | Option 3 is the most correct (pg 273).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 56 | Option 3 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 56 | Option 4 is the most correct (pg 272).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 57 | Option 4 is the most correct (pg 264).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 58 | Option 3 is the most correct (pg 262).                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 59 | Option 1 is the most correct (pg 130). Option 1 – External validity refers to the extent to which results can be generalized to other populations or circumstances.                                                                                                                                                                                                                                                                                                                |
| 60 | Option 3 is the most correct (pg 270).                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## May/June 2012

| RSC 2601 - May/June 2012 – Previous examination paper |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question                                              | Correct answers and explanations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1                                                     | Option 4 is the most correct (pg 12, 64-8). Option 2 – A researcher may still remain bias by find previous literature which supports his viewpoint. Furthermore, a sample only ensures that our study is representative as in the case of non-random sampling. Option 4 – Using scientific methods to carefully test our hypothesis, while including the input of our peers, definitely eliminates any element of bias.                                                                                                       |
| 2                                                     | Option 4 is the most correct (pg 12). Research on sensitive issues (e.g. male rape) is needed to expand our understanding of the phenomenon.                                                                                                                                                                                                                                                                                                                                                                                  |
| 3                                                     | Option 3 is the most correct (pg 12).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4                                                     | Option 1 is the most correct (pg 13). Option 1 – Honesty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5                                                     | Option 3 is the most correct (pg 50). Option 1 - Ontology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 6                                                     | Option 1 is the most correct (pg 8).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 7                                                     | Option 3 is the most correct (pg 50-6). Read the following pages about the nature of theories.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 8                                                     | Option 2 is the most correct (pg 57). Option 4 – Inductive reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9                                                     | Option 3 is the most correct (pg 66-7). Study the question on page 66.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 10                                                    | Option 5 is the most correct (pg 60-70). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One's state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |
| 11                                                    | Option 1 is the most correct (pg 55).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12                                                    | Option 1 is the most correct (pg 74, 77). Study question 14 on page 74.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 13                                                    | Option 1 is the most correct (pg 94-5). Option 1 – Descriptive research seeks to define or describe social phenomenon.                                                                                                                                                                                                                                                                                                                                                                                                        |
| 14                                                    | Option 1 is the most correct (pg 81).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 15                                                    | Option 1 is the most correct (pg 141). Option 1 – Cross-reference with applied research.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 16                                                    | Option 3 is the most correct (pg 82). Applied research aims to apply research findings.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 17                                                    | Option 1 is the most correct (pg 85-7). Qualitative research studies people's perception and experiences from their point of view.                                                                                                                                                                                                                                                                                                                                                                                            |
| 18                                                    | Option 2 is the most correct (pg 88). Consult table on page 88                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 19                                                    | Option 1 is the most correct (pg 110).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 20                                                    | Option 2 is the most correct (pg 109).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 21                                                    | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 22                                                    | Option 4 is the most correct (pg 114). Researcher should ensure anonymity.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 23                                                    | Option 1 is the most correct (pg 111). Option 1 – The Department is infringing on participant's right to privacy.                                                                                                                                                                                                                                                                                                                                                                                                             |
| 24                                                    | Option 3 is the most correct (pg 110-1).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 25                                                    | Option 1 is the most correct (pg 139). Option 3 – Coherency refers to whether elements are presented in a orderly manner (pg 126). Option 4 – Qualitative research is usually non-sequential.                                                                                                                                                                                                                                                                                                                                 |
| 26                                                    | Option 4 is the most correct (pg 131). Option 4 – Self-fulfilling prophecy/Researcher expectancy.                                                                                                                                                                                                                                                                                                                                                                                                                             |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27 | Option 3 is the most correct (pg 132). Option 3 – True experiments seek to control and manipulate samples randomly assigned into two, namely a control and treatment group.                                                                                                                                                                                                                                                                                                                   |
| 28 | Option 2 is the most correct (pg 133). Option 2 – One phase is implemented in this design: Posttest (respondents are randomly assigned into two groups, with one control group being given behavior therapy, while another treatment group receiving the new treatment). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.                                                                                                       |
| 29 | Option 2 is the most correct (pg 128). Option 1, 3 and 4 – Raters are still working (instrumentation), nothing extraordinary happened during the study (history) and scores did not regress from extreme to average (regression effect).                                                                                                                                                                                                                                                      |
| 30 | Option 3 is the most correct (pg 180). Focus group interviews.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 31 | Option 3 is the most correct (pg 115, 160-1). Probability sampling is costly and time-consuming.                                                                                                                                                                                                                                                                                                                                                                                              |
| 32 | Option 1 is the most correct (pg 154).                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 33 | Option 3 is the most correct (pg 151).                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 34 | Option 3 is the most correct (pg 162). Researcher selects sample based on his or her own knowledge.                                                                                                                                                                                                                                                                                                                                                                                           |
| 35 | Option 2 is the most correct (pg 157). Option 3 and 4 are eliminated since they use non-probability.                                                                                                                                                                                                                                                                                                                                                                                          |
| 36 | Option 3 is the most correct (pg 164). Option 3 – A sample usually has to be 30 in order to minimize sampling error. Option 1 – The accessible population will definitely differ from the target population since we selected our sample using random sampling. Option 4 – Agoraphobia can be studied using self-administered questionnaires.                                                                                                                                                 |
| 37 | Option 1 is the most correct (pg 201). Option 2 – Reactive observation. Option 4 – Unobtrusive observation. Option 3 – Participant observation.                                                                                                                                                                                                                                                                                                                                               |
| 38 | Option 2 is the most correct (pg 181). Option 2 – Exploratory research – new phenomenon.                                                                                                                                                                                                                                                                                                                                                                                                      |
| 39 | Option 4 is the most correct (pg 195). Option 3 – We can only question these individuals in one single opportunity. Option 4 – Items will be split and the reliability measured according to the obtained correlation between the two halves. Option 1 – Intercoder method requires two researchers to show how reliable the results are and in this case, it would not be necessary since the participants' responses using the split-half method can determine such reliability.            |
| 40 | Option 1 is the most correct (pg 181). Questions starting with “are, is and can” belong to closed questions.                                                                                                                                                                                                                                                                                                                                                                                  |
| 41 | Option 3 is the most correct (pg 187). Who is represented by “Our”?                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 42 | Option 3 is the most correct (pg 171). Option 4 – Ordinal scales measure the degree of preferences, agreement, like or dislike et cetera. Option 3 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 2 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 1 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| 43 | Option 1 is the most correct (pg 215). Option 1 – Descriptive statistics organizes and summaries quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score).                                                                                                                                                                                                  |
| 44 | Option 3 is the most correct (pg 221). Separate scores for individual participants.                                                                                                                                                                                                                                                                                                                                                                                                           |
| 45 | Option 1 is the most correct (pg 220). Option 1 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                                                                                                                              |





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| 46 | Option 4 is the most correct (pg 224-5). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 - Median represents the middle number.                                                                  |
| 47 | Option 1 is the most correct (pg 224). Options 1 – Measures of central tendency refer to the mean, mode and median. Standard deviation represents average of total population, which is not always easy to obtain since we cannot study the entire population. |
| 48 | Option 3 is the most correct (pg 233-5). Option 3 – Regardless of the sign -(49) is closest to -(1). Study question 6 on page 233.                                                                                                                             |
| 49 | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                         |
| 50 | Option 4 is the most correct (pg 240-1).                                                                                                                                                                                                                       |
| 51 | Option 4 is the most correct (pg 85-8).                                                                                                                                                                                                                        |
| 52 | Option 1 is the most correct (pg 239).                                                                                                                                                                                                                         |
| 53 | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                         |
| 54 | Option 3 is the most correct (pg 240).                                                                                                                                                                                                                         |
| 55 | Option 3 is the most correct (pg 264).                                                                                                                                                                                                                         |
| 56 | Option 3 is the most correct (pg 264).                                                                                                                                                                                                                         |
| 57 | Option 4 is the most correct (pg 61, 269-70). Literature review points to new areas of study.                                                                                                                                                                  |
| 58 | Option 3 is the most correct (pg 261). Consult table on page 267.                                                                                                                                                                                              |
| 59 | Option 4 is the most correct (pg 273).                                                                                                                                                                                                                         |
| 60 | Option 2 is the most correct (pg 259).                                                                                                                                                                                                                         |

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|          | RSC 2601 - October/November 2012 – Previous examination paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Question | Correct answers and explanations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1        | Option 4 is the most correct (pg 5). Authority figures are not infallible, they also can be wrong.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2        | Option 2 is the most correct (pg 9).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3        | Option 1 is the most correct (pg 12). Honesty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4        | Option 2 is the most correct (pg 8). Option 2 – Mysticism relates to superstitious beliefs such as turning around whenever you encounter a black cat.                                                                                                                                                                                                                                                                                                                                                                        |
| 5        | Option 3 is the most correct (pg 80).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6        | Option 3 is the most correct (pg 9). Option 2 – The “halo” effect results when we generalize positive qualities to an entity’s (University of South Africa) overall aspects (lectures, fees and students). Option 3 – Overgeneralization, on the other hand, steps out of this particular body’s positive attributes (Unisa) to apply them to other institutions (UP, UCT et cetera).                                                                                                                                        |
| 7        | Option 3 is the most correct (pg 55-6). Age, gender, educational level and income are concrete terms.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8        | Option 3 is the most correct (pg 57). Option 3 - Deduction entails moving from general to specific. Induction involves moving from the specific to a general principle.                                                                                                                                                                                                                                                                                                                                                      |
| 9        | Option 4 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time.                                                                                                                                                                                                                                                                                                                                                                                 |
| 10       | Option 5 is the most correct (pg 60-7). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects. One’s state of health, personality disintegration, relative deprivation and neurotic behavior are concepts we cannot simply control. Option 5 – By performing a CD4 cell count, we can establish how depressed your immune system is. The dependent variable is always the result of the changes in the independent variable. |



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| 11 | Option 5 is the most correct (pg 58-63). Option 5 – After conducting a literature review, our research problem will be grounded in theory, with narrow focus of a particular research topic and an empirical or conceptual issue to be researched.                                                     |
| 12 | Option 2 is the most correct (pg 68-9).                                                                                                                                                                                                                                                                |
| 13 | Option 1 is the most correct (pg 94-5).                                                                                                                                                                                                                                                                |
| 14 | Option 2 is the most correct (pg 88). Consult table on page 88.                                                                                                                                                                                                                                        |
| 15 | Option 1 is the most correct (pg 91). Same variables can be studied within a specific phenomenon.                                                                                                                                                                                                      |
| 16 | Option 3 is the most correct (pg 82). Applied research seeks to come up with immediate solutions.                                                                                                                                                                                                      |
| 17 | Option 2 is the most correct (pg 81).                                                                                                                                                                                                                                                                  |
| 18 | Option 4 is the most correct (pg 104-5). Study question 3 on page 104.                                                                                                                                                                                                                                 |
| 19 | Option 2 is the most correct (pg 112).                                                                                                                                                                                                                                                                 |
| 20 | Option 3 is the most correct (pg 120). Plagiarism is a serious legal offence.                                                                                                                                                                                                                          |
| 21 | Option 4 is the most correct (pg 115).                                                                                                                                                                                                                                                                 |
| 22 | Option 3 is the most correct (pg 114). Sensitivity.                                                                                                                                                                                                                                                    |
| 23 | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                 |
| 24 | Option 4 is the most correct (pg 114).                                                                                                                                                                                                                                                                 |
| 25 | Option 2 is the most correct (pg 128). Study other threats on internal validity on page 127-9.                                                                                                                                                                                                         |
| 26 | Option 1 is the most correct (pg 129). Study the example given under selection as a possible threat to internal validity on page 129.                                                                                                                                                                  |
| 27 | Option 3 is the most correct (pg 132). True experiments seek to control and manipulate variables randomly assigned into two groups, namely a control and experimental group.                                                                                                                           |
| 28 | Option 2 is the most correct (pg 135). Option 2 - Quasi-experimental designs do not utilize random assignment of participants into groups.                                                                                                                                                             |
| 29 | Option 2 is the most correct (pg 139). Flexibility deals with all the processes of analyzing data.                                                                                                                                                                                                     |
| 30 | Option 3 is the most correct (pg 180). Focus groups interviews.                                                                                                                                                                                                                                        |
| 31 | Option 3 is the most correct (pg 163). Option 1 and 2 – Quota and judgmental sampling fall within non-random sampling.                                                                                                                                                                                 |
| 32 | Option 4 is the most correct (pg 153).                                                                                                                                                                                                                                                                 |
| 33 | Option 1 is the most correct (pg 153).                                                                                                                                                                                                                                                                 |
| 34 | Option 1 is the most correct (pg 159). Option 1 – Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals). |
| 35 | Option 2 is the most correct (pg 153).                                                                                                                                                                                                                                                                 |
| 36 | Option 2 is the most correct (pg 263). Option 1 – Purposive sampling. Option 3 – Convenience sampling. Option 4 – Random sampling gives respondents equal (100%) opportunity of being selected.                                                                                                        |
| 37 | Option 2 is the most correct (pg 202). Option 1 – Non-participant observation. Option 3 – Participant observation. Option 4 – Unobtrusive observation.                                                                                                                                                 |
| 38 | Option 4 is the most correct (pg 182-3). Option 4 – Applied research to come up with immediate solution                                                                                                                                                                                                |



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| 39 | Option 2 is the most correct (pg 195). Option 2 – Questions will be divided into two forms (testing for job evaluation and performance appraisal procedures) and scores correlated to measure the difference.                                                                                                                                                                              |
| 40 | Option 2 is the most correct (pg 181-2). Role-play open question.                                                                                                                                                                                                                                                                                                                          |
| 41 | Option 1 is the most correct (pg 172). Option 1 – Scale should read = Strongly agree, Agree, Neutral, Disagree and Strongly disagree.                                                                                                                                                                                                                                                      |
| 42 | Option 1 is the most correct (pg 171). Option 1 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 3 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 4 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| 43 | Option 3 is the most correct (pg 231-5). Option 2 – Descriptive statistics organizes and summarizes quantitative data (mean mode and median). Option 3 – Inferential statistics makes generalizations about the population (standard deviation, Pearson's correlation coefficient and t-score).                                                                                            |
| 44 | Option 2 is the most correct (pg 222). Options 2 – Types of crimes do not need to be separated as in bar graphs since we are referring to a specific area and time period.                                                                                                                                                                                                                 |
| 45 | Option 2 is the most correct (pg 220). Option 2 – Cumulative frequency will be represented into scores falling in the category of 18-35, 36-45, 46-55 et cetera.                                                                                                                                                                                                                           |
| 46 | Option 4 is the most correct (pg 224). Option 1 – Mode represents the number that appears the most. Option 3 – Mean represents the average. Option 2 - Median represents the middle number.                                                                                                                                                                                                |
| 47 | Option 1 is the most correct (pg 224). Options 1 – Measures of central tendency refer to the mean, mode and median. Standard deviation represents average of total population, which is not always easy to obtain since we cannot study the entire population.                                                                                                                             |
| 48 | Option 2 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time.                                                                                                                                                                                                                                               |
| 49 | Option 4 is the most correct (pg 85-8). Consult table on page 88.                                                                                                                                                                                                                                                                                                                          |
| 50 | Option 3 is the most correct (pg 85-8). Consult table on page 88.                                                                                                                                                                                                                                                                                                                          |
| 51 | Option 1 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                     |
| 52 | Option 4 is the most correct (pg 245).                                                                                                                                                                                                                                                                                                                                                     |
| 53 | Option 4 is the most correct (pg 242).                                                                                                                                                                                                                                                                                                                                                     |
| 54 | Option 1 is the most correct (pg 57). Deduction entails moving from general to specific.                                                                                                                                                                                                                                                                                                   |
| 55 | Option 1 is the most correct (pg 258).                                                                                                                                                                                                                                                                                                                                                     |
| 56 | Option 3 is the most correct (pg 272).                                                                                                                                                                                                                                                                                                                                                     |
| 57 | Option 3 is the most correct (pg 273).                                                                                                                                                                                                                                                                                                                                                     |
| 58 | Option 1 is the most correct (pg 258).                                                                                                                                                                                                                                                                                                                                                     |
| 59 | Option 1 is the most correct (pg 272).                                                                                                                                                                                                                                                                                                                                                     |
| 60 | Option 4 is the most correct (pg 246-5).                                                                                                                                                                                                                                                                                                                                                   |





## May/June 2013

| RSC 2601 - May/June 2013 – Previous examination paper |                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question                                              | Correct answers and explanations                                                                                                                                                                                                                                                                                                                                                      |
| 1                                                     | Option 5 is the most correct (pg 2-3). Option 5 encompasses all the characteristics of scientific inquiry.                                                                                                                                                                                                                                                                            |
| 2                                                     | Option 4 is the most correct (pg 5). Authority figures are not infallible, they also can be wrong.                                                                                                                                                                                                                                                                                    |
| 3                                                     | Option 2 is the most correct (pg 164-5).                                                                                                                                                                                                                                                                                                                                              |
| 4                                                     | Option 4 is the most correct (pg 10).                                                                                                                                                                                                                                                                                                                                                 |
| 5                                                     | Option 4 is the most correct (pg 12). Research on sensitive issues (e.g. male rape) is needed to expand our understanding of the phenomenon.                                                                                                                                                                                                                                          |
| 6                                                     | Option 3 is the most correct (pg 9). Option 2 – The “halo” effect results when we generalize positive qualities to an entity’s (University of South Africa) overall aspects (lectures, fees and students). Option 3 – Overgeneralization, on the other hand, steps out of this particular body’s positive attributes (Unisa) to apply them to other institutions (UP, UCT et cetera). |
| 7                                                     | Option 5 is the most correct (pg 53-4). Read pages 53 to 54 for more on theory.                                                                                                                                                                                                                                                                                                       |
| 8                                                     | Option 3 is the most correct (pg 55-6). An abstract term is not easily visible or straightforward in nature.                                                                                                                                                                                                                                                                          |
| 9                                                     | Option 3 is the most correct (pg 66-7). Always remember that the independent variable is something we can control or objectively measure or at least manipulate to test for different effects.                                                                                                                                                                                        |
| 10                                                    | Option 4 is the most correct (pg 229). Positive correlation – one value increases/decreases, the other increases/decreases at the same time. Negative correlation – one valuable increases, the other will decrease.                                                                                                                                                                  |
| 11                                                    | Option 5 is the most correct (pg 63-83). Option 5 – After conducting a literature review, our research problem will be grounded in theory, with narrow focus of a particular research topic and an empirical or conceptual issue to be researched.                                                                                                                                    |
| 12                                                    | Option 2 is the most correct (pg 68-9). Concepts are dynamic, ever changing in meaning and abstraction.                                                                                                                                                                                                                                                                               |
| 13                                                    | Option 1 is the most correct (pg 84-88). Consult table on page 88.                                                                                                                                                                                                                                                                                                                    |
| 14                                                    | Option 1 is the most correct (pg 94-5). Read page 94-5 for more on descriptive research.                                                                                                                                                                                                                                                                                              |
| 15                                                    | Option 5 is the most correct (pg 81).                                                                                                                                                                                                                                                                                                                                                 |
| 16                                                    | Option 2 is the most correct (pg 91).                                                                                                                                                                                                                                                                                                                                                 |
| 17                                                    | Option 3 is the most correct (pg 131-3). Option 3 – A true experiment seeks to control and manipulate its variables using randomized groups, including a control and treatment groups.                                                                                                                                                                                                |
| 18                                                    | Option 4 is the most correct (pg 84-88).                                                                                                                                                                                                                                                                                                                                              |
| 19                                                    | Option 2 is the most correct (pg 109).                                                                                                                                                                                                                                                                                                                                                |
| 20                                                    | Option 1 is the most correct (pg 114-5). Infringement of privacy.                                                                                                                                                                                                                                                                                                                     |
| 21                                                    | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                |
| 22                                                    | Option 4 is the most correct (pg 115).                                                                                                                                                                                                                                                                                                                                                |
| 23                                                    | Option 3 is the most correct (pg 114).                                                                                                                                                                                                                                                                                                                                                |
| 24                                                    | Option 4 is the most correct (pg 111).                                                                                                                                                                                                                                                                                                                                                |
| 25                                                    | Option 4 is the most correct (pg 131). Option 4 – A true experiment seeks to control and manipulate its variables using randomized groups, including a control and treatment groups.                                                                                                                                                                                                  |



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| 26 | Option 1 is the most correct (pg 128). Consult page 28 for more threats to internal validity.                                                                                                                                                                                                                                                                                                                                                                                                   |
| 27 | Option 4 is the most correct (pg 133). Option 4 – Two phases are implemented in this design: Pretest (respondents are asked to complete a questionnaire before they are given any information) and Posttest (respondents are randomly assigned into two groups, with one control group being given no information, while another treatment group receiving more information). Option 1 and 3 – Pre-experimental and quasi-experimental designs do not utilize random assignment into groups.    |
| 28 | Option 2 is the most correct (pg 85-8). Qualitative approach is non-sequential (pg 88).                                                                                                                                                                                                                                                                                                                                                                                                         |
| 29 | Option 1 is the most correct (pg 131). Quantitative approach is sequential (control of variables).                                                                                                                                                                                                                                                                                                                                                                                              |
| 30 | Option 3 is the most correct (pg 130).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 31 | Option 2 is the most correct (163).                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 32 | Option 4 is the most correct (pg 161).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 33 | Option 2 is the most correct (pg 151).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 34 | Option 1 is the most correct (pg 48-9). Instead, one can take it once and use that sample to represent the entire population.                                                                                                                                                                                                                                                                                                                                                                   |
| 35 | Option 4 is the most correct (pg 53).                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 36 | Option 2 is the most correct (pg 159). Option 2 – Cluster sampling is also referred to as multistage sampling. Notice all the stages (study all cancer patients in the country, identify groups of hospitals that have cancer wards in different provinces and drawing a sample from these hospitals).                                                                                                                                                                                          |
| 37 | Option 1 is the most correct (pg 179). Structured questionnaire has closed questions (yes/no) which can be completed quickly.                                                                                                                                                                                                                                                                                                                                                                   |
| 38 | Option 3 is the most correct (pg 187). Single question with one main idea but is lengthy.                                                                                                                                                                                                                                                                                                                                                                                                       |
| 39 | Option 3 is the most correct (pg 175). Compare with secondary and tertiary data on page 175.                                                                                                                                                                                                                                                                                                                                                                                                    |
| 40 | Option 4 is the most correct (pg 202).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 41 | Option 3 is the most correct (pg 171-2). Option 4 – Ordinal scales measure the degree of preferences, agreement, like or dislike et cetera. Option 3 – Nominal scales mainly deal with data with non-numerical data which can further be separated into categories. Option 2 – Interval scales have a non-zero limit, measures can go below zero, e.g. temperature can be -3. Option 1 – Ratio scales have a zero limit, e.g. a child starts at 0 years and grows in months and later in years. |
| 42 | Option 3 is the most correct (pg 187).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 43 | Option 2 is the most correct (pg 229). Option 1 and 3, the variable 'family size' encapsulates small and large families, it is a general term.                                                                                                                                                                                                                                                                                                                                                  |
| 44 | Option 2 is the most correct (pg 224). Option 2 – Mode represents the number that appears the most. Option 4 – Mean represents the average. Option 3 - Median represents the middle number.                                                                                                                                                                                                                                                                                                     |
| 45 | Option 4 is the most correct (pg 226).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 46 | Option 2 is the most correct (pg 228).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 47 | Option 3 is the most correct (pg 231-2, 234). Study question 1 on page 232 and 234.                                                                                                                                                                                                                                                                                                                                                                                                             |
| 48 | Option 3 is the most correct (pg 221-2). Separate scores for different individuals.                                                                                                                                                                                                                                                                                                                                                                                                             |
| 49 | Option 2 is the most correct (pg 84-88). Consult table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 50 | Option 3 is the most correct (pg 84-8). Consult table on page 88.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 51 | Option 4 is the most correct (pg 241).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 52 | Option 2 is the most correct (pg 239).                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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|----|----------------------------------------------------------------------------------------------|
| 53 | Option 4 is the most correct (pg 244).                                                       |
| 54 | Option 3 is the most correct (pg 240).                                                       |
| 55 | Option 4 is the most correct (pg 261, 276).                                                  |
| 56 | Option 3 is the most correct (pg 264).                                                       |
| 57 | Option 1 is the most correct (pg 260). The audience will establish the focus of your report. |
| 58 | Option 3 is the most correct (pg 261, 267). Consult table on page 267.                       |
| 59 | Option 3 is the most correct (pg 258).                                                       |
| 60 | Option 3 is the most correct (pg 269).                                                       |



**ASSIGNMENTS & ANSWERS - 2005****QUESTION 1**

Experienced scientists are expected to...

- (1) only undertake research when they can prevent all errors in research
- (2) challenge established theories
- (3) regard all knowledge as reliable and therefore highly predictable
- (4) engage only in research that interests them

**1 Option (2) is the key**

Option (2) is correct because by challenging established theories the validity and reliability of theories can be confirmed or disproved. This process promotes the development of knowledge.

Option (1) is incorrect because errors or shortcomings in research can motivate other researchers to develop and apply better research methods.

Option (3) is incorrect because experienced researchers must demonstrate healthy skepticism when validity and reliability of knowledge is at stake.

Option (4) is incorrect because it can be expected from experienced researchers to undertake diverse research that not necessarily stimulates their interests.

**QUESTION 2**

Norms for the scientific community contain the following:

- (1) universalism and organised skepticism
- (2) universalism and neutrality as to the possible popularity or unpopularity of research results
- (3) communalism and honesty
- (4) all the above

**2 Option (4) is the key**

Option (4) is correct as the norms for the scientific community includes all the norms characteristics as indicated under options (1), (2) and (3). By choosing just one of the alternative options is an exclusive choice.

**QUESTION 3**

In order for research to be regarded as scientific it must...

- (a) entail observation and measurement
- (b) formulate assumptions and hypothesis
- (c) have a language of presentation that can only be understood by fellow researchers

The answer(s) to the above question is/are...

- (1) (a)
- (2) (a) (b)
- (3) (c)

**3 Option (2) is the key**

Option (2) is correct because it addresses the essential elements of scientific research.

Option (1) is incorrect because observation and measurement makes no sense if it is not guided by an assumption or hypothesis with regards to the possible interaction or causal relationship between the observations and measurements.

Option (3) is incorrect because scientific knowledge is not necessarily reserved for a selected group of scientists. Especially in the social and behavioural sciences the consumer of knowledge is often the proverbial man in the street that stands to benefit from knowledge that is reported in understandable language.

**QUESTION 4**

Premature closing of enquiry can be avoided by...

- (1) carefully studying published research results and current thinking on a specific subject matter
- (2) planning for more time in which to research a problem
- (3) not being intimidated by bodies of authority to produce results
- (4) selecting a very interesting research topic that continuously fascinates the researcher

**4 Option (1) is the key**

Option (1) is correct as it can be used to assess the extend of goal achievement and contemplation of specific research.

Option (2) is incorrect because despite all the time in the world research can still be terminated prematurely if the researcher cannot determine whether goals have been achieved satisfactorily.

Option (3) is incorrect as a researcher can do little against intimidation of bodies of authority that are not interested in valid and reliable research results.

Option (4) is incorrect as all research is not necessarily fascinating, but is often essential and must stand the test of being scientific.

### QUESTION 5

Which norm of the scientific community is trespassed in the following scenario?

A scientist, employed by a government medical research laboratory, discovers an agent that can drastically reduce the transmission of HIV from mother to her unborn baby. He keeps his discovery a secret. The scientist resigns from the laboratory taking the formula for the agent with him for later personal financial gain.

- (1) trespassing communalism in science
- (2) lack of interest in the welfare of people
- (3) entrepreneurship in the present capitalistic dominated society
- (4) a lack of honesty in the scientific community

### 5 Option (1) is the key

Option (1) is the correct answer because being scientific implies that researchers will make their information known to the scientific community without forfeiting acknowledgement and possible rewards for their work. It is precisely this norm of scientific commonality that leads to scientific progress which is made known inter alia in scientific journals and during conferences.

Option (2) is incorrect because the welfare of people is not the primary concern of the scientific community.

Option (3) is incorrect because it is not an offence to develop entrepreneurship amidst scientific enterprise.

Option (4) is incorrect because honesty is incorporated within the context of communalism in science. A lack of honesty refers to deliberate false reporting of results with the aim to mislead people.

**QUESTION 6**

Usually people who travel by aeroplane do not request to see the most recent service record of the aircraft nor the license of the pilots. This behaviour is an example of...

- (1) experiential reality
- (2) blind trust in other people
- (3) unassertive behaviour
- (4) agreement reality

**6 Option (4) is the key**

Option (4) is correct. The fact that all passengers accept, without written proof, that the licenses and service records of the aircraft are in order, is an example of agreement reality.

Option (1) is incorrect as it is very unlikely for a person who had a negative experience in the past, to suspect that all is not in order regarding the aircraft and the pilot's license just before boarding the aircraft.

Option (2) is incorrect because the concept of blind trust in other people implies that the passengers have no discretion concerning the mechanical condition of the aircraft and the competency of the pilots. The travelling public is aware that aircrafts are serviced with regular intervals and that pilots are continuously tested regarding their skills and competencies.

Option (3) is incorrect as it cannot be argued that all passengers boarding an aircraft are non-assertive.

**QUESTION 7**

An ideal type...

- (a) is a mental construct
- (b) has to do with ideas rather than ideals
- (c) exists objectively
- (d) exaggerates essential characteristics

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (b) (c) (d)
- (5) (c) (d)

**7 Option (2) is the key**

An 'ideal type' is described on page 39 of the study guide. Social scientists find it useful to construct ideal types of phenomena they study. It is possible, for example, to construct an ideal type of 'bureaucracy', identifying all its key elements. This 'ideal type' is 'a mental construct' (statement (a)), based on ideas of what it entails (statement (b)), and is an exaggeration (statement (d)), because it emphasises key dimensions in their purest or most complete form. In reality, particular organisations can be more or less bureaucratic and have some but not necessarily all characteristics attributed to the ideal type for bureaucracy. In this regard an ideal type serves an analytic purpose and does not exist 'objectively'. Statement (c), therefore, does not describe an ideal type. We argue that the five approaches to social sciences discussed in the study guide are ideal types, because they identify key characteristics of ways of doing research. Actual research can approximate one of these approaches. Option 2, includes statements (a), (b) and (d). These statements describe characteristics of an ideal type. The option excludes statement (c), which does not describe a characteristic of an ideal type. Option (2) is the correct answer to the question.



**QUESTION 8**

Which one of the following statements is the best example of a hypothesis?

- (1) More women than men register in the social sciences
- (2) Alienation is a consequence of powerlessness
- (3) Religiousness equals the frequency of church attendance
- (4) The higher the level of education, the more liberal the political outlook
- (5) The level of maturity depends on age

The hypothesis is discussed from page 65 to 67 in the study guide. You are given examples of hypotheses in this section and the question asks you to identify the statement which provides the “best example”. This implies the statement which provides the most comprehensive example of a hypothesis. In assessing the options, you have to ask yourself whether the minimum requirements for a hypothesis are met: Are two or more variables related to each other and is the statement testable? You can also ask whether the relationship between the variables is specified. If this is done, it suggests a more comprehensive hypothesis.

The statement in option (1) suggests a research finding (the result of a measurement), rather than a hypothesis. This statement is a factual report, not a tentative statement suggesting a relationship between variables.

The statement in option (2) suggests an explanation for a phenomenon. It links two variables and can be formulated as a hypothesis.

The statement in option (3) operationalises a concept. It does not explore the relationship between variables.

The statement in option (4) links two variables to each other and specifies the direction of the relationship between these two variables. This hypothesis is formulated comprehensively.

The statement in option (5) proposes a relationship between two variables. However, “level of maturity” is vague. Is maturity being referred to in a biological or emotional sense? It may even be argued that the two variables are not adequately separated from each other.

On balance, then, option (4) provides the best example of a hypothesis.

**QUESTION 9**

Read the following hypothesis and identify the dependent variable.

Women are more in favour of birth control than men.

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

**9 Option (5) is the key**

The distinction between a dependent and independent variable is described on page 66 of the study guide. You are asked to identify the dependent variable.

Options (1) and (2), respectively, refer to an attribute (value) of the variable gender. You can exclude these options as possible answers to the question.

Option (3) refers to gender. Gender is a variable. However, the value of this variable cannot be determined or influenced by an orientation towards birth control (see the comments on activity 2.8 (page 67) in the study guide). You can exclude this option as a possible answer to the question. Gender is an independent variable.

Option (4) refers to birth control. Birth control is not a variable in the example provided. What is being measured is the degree to which birth control is viewed favourably (or not), and not birth control itself.

Option (5) refers to the "attitude towards birth control". This is the dependent variable. The hypothesis suggests that the degree to which birth control is viewed favourably (or not) depends on other characteristics, such as gender. In this hypothesis a relationship is proposed between an attitude towards birth control and gender.

**QUESTION 10**

A researcher studies “groupthink”. She decides to refine this term by identifying its characteristics.

This process is known as...

- (1) dimensionalisation
- (2) conceptualisation
- (3) operationalisation
- (4) theorising
- (5) measurement

**10 Option (2) is the key**

To answer this question you do **not** need to define groupthink or know what it refers to. You should, however, recognise that groupthink is a concept. Social Psychologists use the concept groupthink to describe a situation where decision-making within a small group leads to an inappropriate decision being made. Some avoidable disasters or errors in military tactics, for instance, have been attributed to the phenomenon of groupthink.

In choosing an option, to answer the question, you have to decide what “refining the term” implies. You can exclude option (1) as an answer. ‘Dimensionalisation’ is not a term social scientists use to describe a process within research methodology.

The key role concepts play within the social sciences is unpacked on pages 54 and 55 of the study guide. Social scientists need to identify and label a phenomenon to study it. The concept “groupthink” names what is being studied. Concepts vary in their degree of complexity and abstraction. Researchers use concepts to communicate ideas about phenomena they study to each other. In this regard they need to clarify the meaning of the concepts they use. The importance of conceptual clarity is emphasised on page 68 of the study guide. “Refining the term by identifying its characteristics” suggests describing what the concept encompasses. This implies conceptualisation. Option (2) is the correct answer.

Conceptualisation enables the parallel process of operationalisation.

Operationalisation implies making the concept measurable. This can be done once all aspects of a concept have been unpacked. In this respect a researcher will specify indicators for the characteristics of a concept that are measurable. “Refining

the term by identifying its characteristics", does not yet indicate how it is made measurable or indeed measured. Therefore, you can exclude options (3) and (5) as answers.

Concepts are not building blocks of theory. Refining a concept describes a phenomenon but does provide an explanation for it. You can exclude option (4), theorising, as an answer.

### QUESTION 11

In social science research, the purpose of a literature review is to...

- (a) help the researcher identify sub questions
- (b) sensitise the researcher to potential pitfalls
- (c) assist in determining the feasibility of a research project
- (d) link the research to other studies on the topic

- (1) (a)
- (2) (a) (d)
- (3) (b) (c)
- (4) (a) (b) (c)
- (5) (a) (b) (c) (d)

### 11 Option (5) is the key

The literature review is discussed from page 60 to 62 in the study guide. Reading box 2.1 provides an example of how a literature review is used in social sciences research and the comments on activity 2.5 illustrates the purpose of the literature review.

All four statements describe functions a literature review potentially can fulfill in research. By providing an overview on what has been written on the topic, the research is linked to previous studies (statement (d)). Using this knowledge, sub questions may be generated (statement (a)), pitfalls may be identified (statement (b)), and the feasibility of the research (statement (c)) may be determined.

**QUESTION 12**

In social science, theory...

- (a) is used to provide an explanation for social phenomena
- (b) is based on speculation
- (c) specifies the relationships between key concepts
- (d) organises and systematises ideas
- (e) suggests what kind of facts we should be looking for in research

- (1) (a) (b)
- (2) (c) (d)
- (3) (e)
- (4) (b) (c) (e)
- (5) (a) (c) (d) (e)

**12 Option (5) is the key**

Theory and its relationship to research in the social sciences are discussed from page 48 to 57 in the study guide. You have to identify the statements that are correct.

Statement (a) is correct. Theory, as a conceptual framework, provides an explanation for what social scientists observe of phenomena.

Statement (b) is incorrect. The commentary on activity 2.2 clearly draws a distinction between everyday and social science conceptions of theory. Social scientists do not regard theories as purely based on speculation.

Statement (c) is correct. Theoretical propositions suggest relationships between concepts.

Statement (d) is correct. Theory structures and systematises our ideas on the phenomena we study, suggesting how concepts are related to each other.

Statement (e) is correct. Theory suggests what we can expect in certain circumstances. This then deductively guides research.

The correct answer is option (5), which includes statements (a), (c), (d) and (e).

**QUESTION 13**

The main source of data in qualitative research is...

- (1) observers
- (2) natural sources
- (3) structured interviews
- (4) people

**13 Option (4) is the key**

In qualitative research people are the main source of data because the focus is on the lived experience/ personal views/standpoints of individual humans. Observers (option (1)) refer, within the framework of research, to those who gather the data. Natural sources (option (2)) refer to non-social reality. Structured interviews (option (3)) are techniques which are utilized in quantitative research.

**QUESTION 14**

Explanatory research is done to...

- (1) explore phenomena
- (2) give details of a situation
- (3) determine causality
- (4) describe phenomena

**14 Option (3) is the key**

In explanatory research the researcher tries to identify the reason(s) why an event took place. In other words, this type of research looks for causes and reasons why "something" happened or did not happen.

Options (1) and (4) refer to exploratory research. When a phenomenon is explored, the focus is on describing the "what" of the matter, but seldom gives a final answer.

Option (2) is incorrect because case studies are done to give details of a situation.

**QUESTION 15**

Which of the following is **not** a characteristic of quantitative research?

- (1) a holistic approach to people
- (2) precise definition of variables being studied
- (3) prediction and control of phenomena
- (4) theories containing causal models

**15 Option (1) is the key**

Option (1) is **not** a characteristic of quantitative research, but of qualitative research. Qualitative research studies people holistically within unique and meaningful situations and interactions, and all the elements within the particular context are taken into account (option (1)).

Quantitative research aims to provide an explanation of phenomena, and more structured and controlled methods are used in this process (including the aspects referred to in options (2), (3) and (4)).

**QUESTION 16**

A number of social scientists who had all worked at Unisa during the 1990s are selected as the respondents for a research project.

This researcher is conducting ..... research.

- (1) cohort
- (2) time-series
- (3) case study
- (4) cross-sectional

**16 Option (1) is the key**

Cohort research is done by using a category of people who had the same experiences over a specific period in time. In other words, the category of people is investigated as a whole in order to determine its most important characteristics. The emphasis is on cohort, or category, and not on the specific individual.

In time-series research (option (2)), the researcher studies what happened to people over a period of time. In case-study research (option (3)) the researcher tries to make an in-depth investigation into various characteristics of a small number of cases over a specific period of time. Cross-sectional research (option (4)) is used when all the information on a specific topic is collected at the same time and concentrates on the here and now.

**QUESTION 17**

To conduct a study on the migration of people from rural areas to cities, health matters, or preserving old buildings, the following type of research can be used:

- (1) action research
- (2) social-impact assessment
- (3) evaluation research
- (4) basic research

**17 Option (2) is the key**

Social-impact research aims to evaluate the consequences of social change. It is used to evaluate demographic consequences (e.g. migration), health matters (e.g. impact of health programmes) and environment (e.g. preservation of old buildings). In action research the elements that are studied actually take part in the research process itself. In evaluation research value judgements are established, based on evidence. Basic research is used to enhance basic/fundamental knowledge about social reality. Therefore, options (1), (3) and (4) are incorrect.

**QUESTION 18**

The concept "triangulation" means:

- (1) research decisions are based on assumptions
- (2) repetition of research
- (3) the use of three techniques to analyse empirical data
- (4) the use of various measuring instruments for data collection.

**18 Option (4) is the key**

Triangulation is used when researchers make use of various viewpoints or beacons from which to investigate the same topic/issue. Multiple methods are therefore used to **collect** data. Options (1), (2) and (3) are therefore incorrect.

**QUESTION 19**

When you conduct an unstructured interview in a respondent's home...

- (1) this minimises control over intervening variables
- (2) this will lead to a clash of interests or even conflict
- (3) the confidentiality of the reported responses cannot be protected
- (4) the respondent's privacy is protected by making notes



**19 Option (1) is the key**

Four different issues are addressed in the four options in this multiple-choice item. The first option deals with the control which you as a researcher have over the conditions (or setting) in which the interview is conducted. The second option deals with the possibility of a clash of interest or even conflict. The third option deals with confidentiality, whereas the fourth option deals with the privacy of the respondent.

Option (1) is the key, because when conducting an interview in someone's home, you (as a researcher) do not have full control of intervening variables, such as friends visiting unexpectedly, or having your interview interrupted by telephone calls.

Option (2) is not correct, because it is unlikely that a clash of interests or conflict should arise, as you would have obtained informed consent from the respondent prior to the interview and the respondent should therefore be aware of the purpose and topic of the interview.

The confidentiality of responses **can** be protected, by not identifying the respondent in the reported findings. That is why option (3) is incorrect.

By making notes of responses, the researcher does not necessarily protect a respondent's privacy, which explains why option (4) is also incorrect.

**QUESTION 20**

Which one of the following factors will **not** influence your decision as a researcher to obtain substitute consent to conduct a survey, instead of direct consent?

Respondents' ...

- (1) legal competency
- (2) language preferences
- (3) cognitive capacity
- (4) emotional capacity

**20 Option (2) is the key**

Although we generally try to **avoid** formulating **negative** multiple-choice items (because you may miss-read the "not") please take note that when a negative item is formulated, you should concentrate on the fact that **one** of the options is **incorrect** (or less applicable) than all the other options.

Instances when you would have to consider obtaining substitute consent, on behalf of respondents or participants involved in your research (instead of direct consent), are discussed in the study guide, on pages 109-111. You **would**, in other words, have to consider respondents' legal competency (e.g. in terms of age), as well as their cognitive and emotional capacities (options (1), (3) and (4)).

Option (2) is, therefore the key, because respondents' language preferences will **not** influence your decision to obtain substitute consent.

## QUESTION 21

The legal constitution of a country...

- (1) does not concern us as social researchers
- (2) is designed to protect citizens
- (3) serves as a code of conduct for psychologists
- (4) determines our data-collection methods

### 21 Option (2) is the key

The legal constitution of a country is designed to protect citizens. It is untrue to make the statement (option (1)) that a country's constitution does **not** concern us as social researchers. The ethics in research which is discussed in study unit 4, in fact includes aspects, such as human rights, which are addressed in the constitution.

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity. (These rights are discussed in the study guide, on pages 111—115.)

It is also untrue (option (3)) to make the statement that a country's constitution serves as a code of conduct for psychologists. Registered psychologists have as an occupational group, their own code of conduct. Data-collection methods (option (4)) are determined by factors such as the study's population parameters, the aim and time dimension and not by a country's constitution.

**QUESTION 22**

Which one of the following behavioural norms would **mainly** regulate your response, from an ethical point of view, to the following request?

A government department requests you, as a psychologist, to forward a detailed record of your patients' problems and treatment over a six months period.

- (1) respect
- (2) organised skepticism
- (3) disinterestedness
- (4) universalism

**22 Option (1) is the key**

Six behavioural norms are discussed in the study guide (page 110). If you did not select option (1) as the key, we suggest that you revise page 110, as well as section 4.3 in the study guide.

In the scenario given in item 22, you are a psychologist and as such there are specific behavioural codes to which you have to adhere. One of these overlaps with that of your responsibilities as a researcher, namely to respect respondents or participants (or in this case patients). In other words, the latter requires you to respect the patients' basic human and civil rights, which means that you may not do any harm and that you have to obtain voluntary consent. Therefore, respect (option (1)) will mainly regulate your response to the request from the government department.

The other three options are not really applicable because they refer to:

- us being critical of our own and others' research, with reference to aspects such as errors, omissions and subjective biases (organised skepticism — option (2));
- the norm that personal gain should not be our only reason for doing research (disinterestedness — option (3)); and
- the requirements that our research must pass peer evaluation (universalism — option (4)).

**QUESTION 23**

Which methodological aspect, that has ethical implications, is **ignored** in the following scenario?

The financiers of an old age home conduct a survey among the residents and make provision to obtain both direct and substitute consent prior to the survey. Some of the residents fear that their monthly rent would increase and as a result of this fear pretend to be very satisfied with the services.

- (1) voluntariness
- (2) competency
- (3) Hawthorne effect
- (4) universalism

**23 Option (3) is the key**

In this scenario the research will have less internal validity because the residents of the old age home might respond to the questions in a way that they will not incriminate the financiers of the home. The reason for their behaviour can be ascribed to the fact that they know that they are being "researched". This has been called the "Hawthorne effect". Thus option (3) is the correct answer.

Option (1) is incorrect because this concept refers to the respondents' right to choose whether or not to participate in the research. Option (2) is also incorrect as competency refers to the respondents legal capacity (usually linked to age) to deal with a matter. Option (4) is incorrect as universalism refers to a behavioural norm that requires that research be peer evaluated.

**QUESTION 24**

Which ethical issue is **neglected** by using the following data-collection technique?

The management of a large firm suspects that one of the main reasons why customers are dissatisfied could be ascribed to the poor interpersonal communication skills on the part of employees. Unobtrusive cameras are installed at various points and unbeknown to them, conversations between employees and customers are recorded for a month.

- (1) time dimension
- (2) universalism
- (3) sampling
- (4) privacy

**24 Option (4) is the key**

Option (1) is wrong, because the time dimension (a month) is not an ethical issue.

Option (2) is wrong, because universalism is a norm that requires that our research must pass peer evaluation. Universalism is not described in the item. Option (3) is wrong, because no form of sampling is addressed in the item.

Option (4) is the key, because both the customers' and employees' privacy is neglected through the use of unobtrusive cameras to collect the data.

**QUESTION 25**

One of the requirements of coherence in research design is that it...

- (1) cannot be open and flexible
- (2) involves research in a natural setting
- (3) considers the researcher's basic orientation
- (4) explains cause-effect relationships

**25 Option (3) is the key**

Coherence in a research design requires that the decisions we make regarding the various aspects of the research, fit together logically. The aspects that should be considered include the particular paradigm the researcher works in, that is the theoretical assumptions, the focus of the research question(s) and the research techniques. Option (3) refers to this basic orientation of the researcher, and is therefore the key. Note that in addition to the basic orientation of the researcher, the purpose and the proposed use of the study should be considered and the researcher should ensure that the data-collection techniques match the data-analysis techniques.

The research paradigm is one of the aspects that should be considered for design coherence. When working in an interpretive or critical paradigm, research questions focus on the meaning of social phenomena rather than on causal laws. A design that is open and flexible is also often more suitable when working within these paradigms. Option (1) and option (4) are therefore incorrect. When working in a positivist paradigm, more control than what one would expect in a natural setting is usually required. Option (2) is therefore also incorrect.

Design coherence is discussed on pages 126-127 in the study guide.

**QUESTION 26**

Read the following study and identify the intended scope of this study.

A researcher wants to find out what misconceptions primary school teachers in Gauteng have about child abuse. She decides to ask four groups of about seven primary school teachers from different schools to discuss a number of fictional case studies involving child abuse.

She plans to identify instances of common misconceptions using a coding scheme developed by a previous researcher to describe...

- (1) the prevalence of child abuse in the South African community
- (2) an individual fictional case study of child abuse
- (3) misconceptions about child abuse among primary school teachers in Gauteng
- (4) misconceptions about child abuse in fictional case studies

**26 Option (3) is the key**

This study focuses on a particular topic, namely misconceptions about child abuse and a specific group, namely primary school teachers in Gauteng. The focus of the study defines the scope and option (3) is therefore the key.

Discussions of fictional case studies were used to obtain information but were not the focus of the study and options (2) and (4) are incorrect. It should also have been clear to you that option (1) is incorrect as no mention is made of gathering data on how much child abuse there is in the South African community.

Key issues relevant to qualitative research designs are discussed on pages 136-143 in the study guide.

**QUESTION 27**

The aim of a research design is to...

- (1) lead to answers to our research questions
- (2) explain why something is happening
- (3) determine the value of the research
- (4) describe the observations that are made

**27 Option (1) is the key**

We select a type of research that we believe would be most suitable in providing answers to our research questions. The persons or situations from which we are going to collect data, the type of data, and the manner in which it is to be collected should also be appropriate to the research question. Lastly, the way in which we will analyse the data should help us to answer the specific questions that we asked. All these aspects relate to the research design and option (1) is therefore the key.

The aim of the research might be to explain why something is happening or to describe what was observed. The research design, however, only refers to the planning phase – no results are available yet – therefore options (2) and (4) are incorrect. The value of the research cannot be fully determined before completion of the study.

Option (3) is therefore also incorrect.

Research design and the research process are discussed on pages 124-126 in the study guide.

**QUESTION 28**

A researcher is conducting a study of the experiences of victims of a natural disaster. She interviews victims assuming the role of a concerned and empathic listener.

To which characteristic of qualitative designs does the above study refer?

- (1) scope
- (2) flexibility
- (3) relationship
- (4) outcome

**28 Option (3) is the key**

From the discussion of the key issues relevant to qualitative research designs on pages 134-139 in the study guide, you will see that option (3) is the key while options (1), (2) and (4) are incorrect.

**QUESTION 29**

Read the following study and identify the intended outcome of the study.

A researcher asks a group of outpatients suffering from depression to keep a diary in which they write once a week. After three months the researcher analyses the content of the diaries to try and identify common themes. These findings are presented in a report to the staff at the hospital involved with these patients.

The intended outcome of the study is...

- (1) the diaries of the patients
- (2) a report to the hospital on common themes
- (3) to obtain funds for the hospital
- (4) a "therapy through writing" program

**29 Option (2) is the key**

The eventual outcome of this process will be to produce a report on themes found in the diaries of the patients, not the diaries themselves (option (1)). The focus of the research is on the experiences of the patients, which will hopefully be reflected by the themes found by analysing the diaries, so the diaries are just a means to an end. There is no reference in the description to obtaining funds (option (3)) or to this being a form of therapy (option (4)).

**QUESTION 30**

Which one of the following could be a threat to both internal and external validity of an experimental research project?

- (1) selection
- (2) maturation
- (3) instrumentation
- (4) testing effect

**30 Option (1) is the key**

Internal validity refers to the extent to which the research design enables one to determine a cause-effect relationship between dependent and independent variables (see page 127 in the study guide). External validity refers to the extent to which the results can be generalised to a general population (page 130). Selection can affect both of these. Members of a selected sample divided into an



experimental and a control group may differ on some important characteristic (affecting the internal validity). A sample may also be found not to be representative of the wider population to which it is intended to refer. The other options refer to threats to internal validity only (as discussed on pages 128-129 in the study guide).

### QUESTION 31

Which of the following are characteristics of non-probability sampling? It...

- (a) ensures an accurate reflection of the population
- (b) does not require a list of all the members of the population
- (c) is mostly used in qualitative research
- (d) is used where the researcher is concerned with understanding the experience of special segments of the population
- (e) is used where the researcher is not interested in generalising the findings

(1) (a) (b) (c)

(2) (a) (d) (e)

(3) (b) (c) (d)

(4) (b) (c) (d) (e)

(5) (a) (b) (c) (d) (e)

### 31 Option (4) is the key

Non probability sampling is a sampling procedure where the population may or may not be accurately represented. If the population is not represented in the sample the findings cannot be generalised to the whole population. In qualitative research the researcher aims at generating a wider understanding of the phenomenon and selects the elements in a purposeful manner where a complete list of all the elements of the population is not necessary.

The characteristics of non probability sampling do not include an accurate reflection of the population. Characteristic (a) is not applicable to non probability sampling.

Option (4) includes the correct characteristics and not (a) which is incorrect. Therefore option (4) is correct.

**QUESTION 32**

A sample of 100 student records is randomly selected from all the student records at University X during 2003 in order to determine the frequency of recording of student enquiries. This is an example of..... sampling.

- (1) simple random
- (2) stratified random
- (3) systematic
- (4) convenience

**32 Option (1) is the key**

The sample in this scenario is drawn from a known population with existing records. The researcher randomly selects 100 student records from the total population. In simple random sampling a complete list of the population is necessary. Numbers are allocated to the elements that are then selected through, for example, the fishbowl technique or by using a random number table.

Options (2), (3) and (4) are incorrect because of the specific sampling procedures that are to be followed in stratified random sampling, systematic sampling and convenience sampling. These techniques are also explained on pages 155 and 158 of the study guide.

**QUESTION 33**

A chance factor error occurs when...

- (1) one element and not another has been included in a sample
- (2) the sample size cannot be calculated statistically
- (3) incorrect technique arises due to sampling error
- (4) all of the above are true and correct

**33 Option (1) is the key**

There are two types of sampling error. The first type of error is due to chance factor. A chance factor error may occur when one element has been included in a sample rather than another. A chance factor error can be calculated statistically (see page 151 of the study guide).

The second type of error is due to bias in selection. When an incorrect sampling technique is used, the type of error is due to bias in selection, and therefore option (3) is not correct. Option (2) is irrelevant because sampling error and not sample size is discussed. Option (4) is thus obviously incorrect.

**QUESTION 34**

Which of the following statements are true about sample size?

- (a) The costs associated with data collection must be balanced against the greater accuracy of making inferences with larger samples.
- (b) Because some health-related studies may involve some discomfort or danger to patients, only the bare minimum of elements is included in the sample.
- (c) The larger the sample size, the larger the sampling error that occurs during data collection.
- (d) As the sample size increases, the target population becomes more accessible to the researcher.

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c)
- (4) (a) (c) (d)
- (5) (b) (c) (d)

**34 Option (1) is the key**

Study-read pages 164-165 of your study guide. The first two statements ((a) and (b)) are correct. A study with too large a sample will be unnecessarily expensive and will not make your research more accurate. Circumstances will determine whether a large or a small sample is appropriate. The sample size for each study will be unique and the specific aspects of a study must be taken into consideration. Therefore, if a study may involve some discomfort or danger to elements, only the bare minimum of elements will be included in the sample. Statement (c) is incorrect because the larger the sample the **smaller** the sampling error. Statement (d) is incorrect because the sample size does not determine the accessibility of the population.

**QUESTION 35**

Which one of the following statements is true?

- (1) Ethically it is correct to have a large sample.
- (2) Data collection is more costly when the sample is bigger.
- (3) Where lived experiences of people are investigated, the sample must be large.
- (4) Experimental studies require larger samples than surveys.

**35 Option (2) is the key**

Data collection will be more costly when the sample size is large as it will have an impact on the number of data collection instruments, for example, number of copies of a questionnaire. It can also be costly in terms of time.

There are no ethical reasons for having a large sample (option (1) is incorrect). When lived experiences are investigated, one will do qualitative research. Generally, in qualitative research the sample size is normally smaller than in quantitative research. The sample size will, however, depend on the research purpose, the design, and the size of the population (option (3) is incorrect). In a survey, a larger number of elements are included in the study than in experimental studies, because it is more feasible to mail a large number of questionnaires than it is to include elements in an experiment.

**QUESTION 36**

Suppose a researcher has decided to use a systematic sampling design for a research project.

The known population size is 4 400 and the desired sample size 200. If the first element selected is 112, what would be the second, third and fourth elements to be selected.

- (1) 332 552 772
- (2) 312 512 712
- (3) 134 156 178
- (4) 132 152 172

**36 Option (3) is the key**

Systematic sampling involves drawing every  $k^{\text{th}}$  element from a population. This sampling technique works as follows:

- obtain a list of the total population (N)
- determine the sample size (n)
- determine the sampling interval (k) by dividing the size of the population by the size of the sample

$$k = \frac{N}{n}$$

In the given scenario  $N = 4\,400$  and  $n = 200$

$$\begin{aligned}
 k &= \frac{4\,400}{200} \\
 &= 22
 \end{aligned}$$

Therefore, the sampling interval in the scenario is **22**. If the starting point is 112, then the next three elements would be  $112 + 22 = \mathbf{134}$ ,  $134 + 22 = \mathbf{156}$  and  $156 + 22 = \mathbf{178}$ . Option (3) is the correct choice.

### QUESTION 37

The item below is to be used in a self-administered questionnaire. However it contains a problem which should be avoided. Any change in the top executive staff of an organisation involves at least a temporary diminution of efficiency. Do you also agree?

The above item is problematic because it...

- (1) is double-barrelled
- (2) contains loaded language
- (3) is a negative statement
- (4) contains an incomplete question

### 37 Item (2) is the key

This item deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you were not required to answer the questionnaire item. You were required to critically evaluate the item and to identify the reason why it should be avoided.

Option (1) is incorrect because the words "and", and "or" are **not** found in the statement. Option (3) is incorrect because the item does not contain a negative statement and option (4) is incorrect because the item does not contain an incomplete question.

By using the process of elimination, as we have done, it becomes easier to conclude that option (2) is the key. The reason why option (2) is the key, is because *Do you also agree?* Represents loaded language that encourages the respondents to agree.

**QUESTION 38**

The item below is to be used in a self-administered questionnaire. However it contains a problem which should be avoided.

Our practice of using projected benefit illustrations will remain in place until a more practical alternative is found.

Select one of the following options that corresponds with your opinion of the above statement:

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above item is problematic because of the following reason:

- (1) The scale used in the item is not appropriate.
- (2) The item contains a negative statement.
- (3) Reference is made to a vague agent of action.
- (4) The item contains a double-barrelled statement.

**38 Option (3) is the key**

An item (statement or question) in a **questionnaire** that contains the words "and", or "or" represents a double-barrelled item. In other words, it contains two statements (or two questions) combined in one. As this item in the questionnaire does **not** contain a double-barrelled statement, option (4) is wrong.

Options (1) and (2) are wrong because:

- the Likert scale is quite appropriate; and
- the item does not contain a negative statement.

The reason why option (3) is the key, is because "*Our service...*" is a reference to a vague agent of action. Respondents will not know to whom reference is being made with "*Our*". This item also deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you are not required to answer the question. You are required to critically evaluate the question and to identify the reason why it should be avoided.

**QUESTION 39**

Which level of measurement is being used in the following scenario?

A teacher who is responsible for Grade 1 learners wants to determine which of the new learners had previously attended Grade 0 classes.

She prepares a questionnaire which parents fill in and asks the following question:

Did your child attend Grade 0 classes?

Yes ☐

No ☐

The level of measurement being used, is...

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

**39 Option (1) is the key**

In order to answer this item you were required to know the four levels of measurement and specifically the meaning of the nominal level. When you study-read pages 171-175 in the study guide, and by applying a process of elimination, you could easily have deleted the last three options. The reasons are as follows:

- Option (2) is wrong because the ordinal level of measurement would have asked the respondents to rank three or more categories in a certain order of importance.
- Option (3) is wrong because an interval level of measurement is used to measure specific intervals of equal sizes on a measuring scale. Examples of variables that are measured by means of interval measurement scales, include the following: examination results recorded in percentages, calendar days, duration of television or radio programmes counted in seconds and minutes, and sizes of printed messages (such as newspapers) measured with a ruler.
- Option (4) is wrong because a ratio level of measurement includes an absolute zero point for which provision is not made.

Option (1) (nominal level) of measurement is therefore the key because the choice between “yes” and “no” are categories which are discrete and mutually exclusive.

**QUESTION 40**

You want to determine the reasons why community health workers are disgruntled in a specific geographic area. The most appropriate way in which you would collect this information, is by using...

- (1) semantic differential scales
- (2) Likert scales
- (3) covert observation
- (4) in-depth interviews

**40 Option (4) is the key**

The aim of this item is to assess your knowledge and insight to decide which one of the following is the most appropriate method (or technique) in which you would collect information:

- semantic differential scales; or
- Likert scales; or
- covert observation; or
- in-depth interviews.

These data-collections methods (or techniques) are discussed in the study guide, pages 176—203. You are strongly advised to do a thorough revision of these sections for purposes of your examination preparation.

As semantic differential scales and Likert scales contain closed ended options and form part of a questionnaire they would only be applicable in survey research. Therefore options (1) and (2) are not acceptable.

If you were to select to conduct a covert observation (option (3)), it means that you as researcher would have been able to observe the health workers. The latter can not be done over a specific geographic area.

The interpersonal nature of in-depth interviews (option (4)) allows you as researcher to spend more time with each respondent. This helps you to establish greater rapport with the patient, and furthermore questions can be clarified and answers that are unclear or incomplete can be followed up. The response rate is usually high and respondents do not have to be literate. Simultaneously, the respondent can be assured that ethical principles, such as privacy, confidentiality and anonymity will be met.



**QUESTION 41**

An advantage of using focus-group interviews is that...

- (1) diverse opinions can be obtained
- (2) a sensitive topic can be researched
- (3) geographic boundaries do not exist
- (4) it is a covert form of data-collection

**41 Option (1) is the key**

An advantage of using focus-group interviews is that diverse opinions can be obtained.

If you selected any of the other options, we recommend that you do a thorough revision of Study unit 7 and make a list of the advantages and limitations of the different data-collection methods.

**QUESTION 42**

The item below is to be used in a self-administered questionnaire. However, it contains a problem that should be avoided.

The new outcomes-based educational strategies resulted in both teachers and learners becoming confused.

Select one of the following options that corresponds with your opinion of the above statement:

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above item is problematic because of the following reason:

- (1) The scale used in the item is not appropriate.
- (2) The item contains a negative statement.
- (3) Reference is made to a vague agent of action.
- (4) The item contains a double-barrelled statement.

**42 Option (4) is the key**

This item deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you were not required to answer the questionnaire item. You were required to critically evaluate the item and to identify the reason why it should be avoided.

This item is a good example in which you could have considered why the item is problematic (before considering the options):

The reasons why options (1), (2) and (3) are incorrect, are as follows:

- the scale used in the item **is** appropriate;
- the item does **not** contain a negative statement; and
- there is **no** reference to a vague agent of action.

Option (4) is the key, because the statement contains “and”, which creates a double-barrelled statement. In other words, two statements are combined in one. If such an item were to occur in a questionnaire, you (as a researcher) will not be able to determine whether a respondent’s answer (e.g. *strongly agree*) refers to the teachers, or the learners, or both.

**QUESTION 43**

A doctor notices that some of his patients who received an injection against flu still get ill. Which statistic would provide him with a helpful summary of this trend?

- (1) percentage
- (2) cumulative frequency
- (3) class interval
- (4) tally

**43 Option (1) is the key**

The class interval (option (3)) and a tally (option (4)) are not statistics but form part of the process of obtaining the frequency and cumulative frequency. Although the cumulative frequency (option (2)) is a descriptive statistic, it specifies the number of cases below a certain value and it is not relevant to this example. A percentage on the other hand can be used to indicate how many out of every 100 people who received a flu injection, could be expected to still get flu. Option (1) is therefore the key.

**QUESTION 44**

Mean is to central tendency as.....is to variability.

- (1) median
- (2) typical value
- (3) standard deviation
- (4) spread

**44 Option (3) is the key**

A score that is central to a distribution and can therefore be used to summarise the distribution is called a measure of central tendency. This score can be called a typical value and the mode, median and mean are all measures of central tendency. Option (1) is therefore incorrect as the median is a measure of central tendency and not of variability and option (2) is incorrect as the typical value describes central tendency.

The degree to which scores in a sample differ from each other, that is, how spread out they are, is called the variability of scores. The range, variance and standard deviation are all measures of variability. Option (3) is the key because as the mean is a measure of central tendency, so is the standard deviation a measure of variability. Option (4) is incorrect because "the spread of scores" are just another way of saying "the variability of scores".

Measures of central tendency and of variability are discussed on pages 224-227 in the study guide.

**QUESTION 45**

Study table 1 and indicate which graphic presentation would best represent the data in this table.

**Table 1: Examination results for history**

pass 170  
fail 30

- (1) bar chart
- (2) histogram
- (3) polygon
- (4) scatterplot

**45 Option (1) is the key**

In this example there are two categories, namely pass and fail, and for each category the frequency or number of students in that category is given. A bar chart is used to represent frequencies for categorical variables and option (1) is therefore correct. The use of the histogram (option (2)) is explained on page 222 of your study guide, the use of the polygon (option (3)) on page 223 of your study guide, and the scatterplot (option (4)) has to do with relationships.

**QUESTION 46**

Which measure of variability is equal to 13 in the following set of data?

2      4      9      10      15

- (1) range
- (2) variance
- (3) standard deviation
- (4) spread

**46 Option (1) is the key**

From the discussion of measures of variability on pages 227-229 of the study guide, you will see that the range (option (1)) is the difference between the highest and the lowest score which in this set of data is 13. Have you noticed that the spread (option (4)) means variability and actually refers to all three the other options?

**QUESTION 47**

The purpose of descriptive statistics is to...

- (1) organise and summarise data
- (2) identify underlying patterns in data
- (3) evaluate the researcher's claims
- (4) determine all of the above

**47 Option (4) is the key**

Descriptive statistics are used to organise and summarise data (option (1)). Descriptive statistics are also used to identify patterns in the data (option (2)), and as a guide to evaluating the claims made by the researcher (option (3)). Therefore, all these options are true (see page 215 in the study guide).

**QUESTION 48**

Which measure(s) of central tendency is/are the smallest for the following set of data?

3      5      7      15      15

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**48 Option (2) is the key**

The mode in this set of data is 15, the median is 7 and the mean is 9. The median is therefore the smallest and option (2) is correct while options (1), (3) and (4) are incorrect.

**QUESTION 49**

Which statements are true about researchers that follow an ideographic strategy?

- (a) The meaningfulness of a situation is described.
- (b) Trends are identified.
- (c) In-depth information is collected.
- (d) Causality is crucial.
- (e) Unique aspects are emphasised.
- (f) General characteristics are determined.

- (1) (a) (b) (c)
- (2) (a) (c) (e)
- (3) (b) (c) (d)
- (4) (b) (d) (f)
- (5) (d) (e) (f)

**49 Option (2) is the key**

Idiographic and nomothetic strategies are discussed from page 235 to 239 in the study guide. The margin entry, ideographic, provided in the study guide can be linked directly to statement (e). The next step is to consider which other statements support a strategy of identifying the unique characteristics of a phenomenon.

Ascertaining the meaningfulness of a situation (statement (a)) assists in describing its uniqueness. The question remains how such meaningfulness can be accessed.

Unstructured techniques allowing the collection of in-depth information (statement (c)) is applicable in this regard.

Option 2 contains these three statements and is the correct answer. This can be corroborated by checking the remaining three statements.

In the study guide the margin entry for, nomothetic, refers to universal patterns. This suggests determining a trend, generalised, often described in causal terms.

### QUESTION 50

Complete the following sentence.

In qualitative research ....., by determining the relationship between the core category and related categories in the final stages of the research process, plays a key role in theory building.

- (1) selective coding
- (2) open coding
- (3) cross-sectional coding
- (4) axial coding
- (5) non cross-sectional coding

### 50 Option (1) is the key

Coding is discussed from page 242 to 246 in the study guide. You are asked to identify the type of coding described.

Option (1) is correct. Selective coding is the type of coding that occurs in the final stages of qualitative research. At this stage of the coding the researcher links a core category to related categories, a crucial step in theory building. The emphasis at this stage of the research is on the relationship between categories, rather than the development of categories.

Option (2) is incorrect. Open coding allows for the development and refinement of coding categories. This is characteristic of the initial stages of qualitative coding.

Option (3) is incorrect. Cross-sectional coding refers to a uniform set of categories that can be used across data sets.

Option (4) is incorrect. Axial coding occurs when initial categories are refined and developed.

Option (5) is incorrect. Non-cross-sectional coding, refers to coding that focuses on the uniqueness of a specific case.

### QUESTION 51

Complete the following statement.

.....require qualitative data that can more readily be structured.

- (1) Word processing package
- (2) Text retriever system
- (3) Relational database management system
- (4) Code and retrieve software
- (5) Theory and network builder

### 51 Option (3) is the key

The use of computers to analyse qualitative data is discussed from page 242-244 in the study guide. You have to identify the program which requires 'data that can be more readily structured'.

Option (1) is incorrect. Word processing packages do not require data to be structured in a particular way. It requires data to be text-based.

Option (2) is incorrect. Text retriever systems do not require the data to be structured in a particular way. Boolean logic is used to select relevant data for analysis.

Option (3) is correct. Relational database management systems organise data in a matrix. It is in this context that the data is more structured and standardised.

Option (4) is incorrect. Code and retrieve software allows a great degree of flexibility in the management of data.

Option (5) is incorrect. Theory and network builders facilitate conceptual development, but this again does not require the data in a predetermined format.

**QUESTION 52**

Identify the example(s) of a second-order-interpretation?

- (a) I was hoping that I might win the Lotto draw.
- (b) Poor people (in other words those who can afford it least) are more likely to play the Lotto, because for them the prospect of winning money is most attractive.
- (c) John bought a Lotto ticket because he hoped he might win enough money to buy a van (bakkie) for his business.
- (d) I was angry yesterday when I did not win anything in the Lotto draw.

- (1) (a)
- (2) (c)
- (3) (a) (b)
- (4) (c) (d)
- (5) (b) (c) (d)

**52 Option (2) is the key**

The discussion of orders of interpretation from page 238 to 239 of the study guide uses the closeness of an interpretation to the subject studied and the degree of abstraction achieved to distinguish between levels. You are requested to identify example(s) of a second-order interpretation.

Example (a) is a first-order interpretation. A personal experience is shared.

Example (b) is a third-order interpretation. It suggests, on a general level, the likelihood that a particular category of people (the poor) behave in a particular way (play the Lotto) and provides an explanation why this is so.

Example (c) is a second-order interpretation. An observer (outsider or researcher) gives an explanation why another person acted in a particular way.

Example (d) is a first-order interpretation. A personal experience is shared.

Option (2) is correct. It is the only option which does not refer to an example of one of the other orders of interpretation.



**QUESTION 53**

Identify the computer program specifically developed to assist qualitative researchers to write inference and analytic notes.

- (1) Word processing packages
- (2) Text retriever systems
- (3) Relational database management systems
- (4) Code and retrieve software
- (5) Theory and network builders

**53 Option (4) is the key**

This is the second question in the assignment on the use of computers to analyse qualitative data. You have to identify the type of computer program that has been developed to assist researchers to write inference and analytic notes.

Option (1) is incorrect. Word processing packages are basic programs which enable researchers to manage text-based data in elementary ways.

Option (2) is incorrect. Text retriever systems use Boolean logic to identify co-occurrences in the data set.

Option (3) is incorrect. Relational database management systems systematically organises data in a matrix.

Option (4) is correct. Code and retrieve software enhance capabilities to manage data and this enables researchers to write inference and analytic notes.

Option (5) is incorrect. Theory and network builders, as the latest generation of programs assisting with the analysis of qualitative data, facilitate conceptual development.

**QUESTION 54**

Identify the type of notes that best describes the excerpt below.

My current fieldwork in Katutura commenced in 1988... The ability to conduct many data collection projects in Katutura, both quantitative and qualitative, reflects the changes in the social and political climate there. It is much easier to conduct interviews and visit people now than it was in the past, and many students and members of the public are eager to work on social science projects. ...The atmosphere of suspicion and mistrust so prevalent in Katutura in the past has been replaced by cooperation, assistance, and interest. (Pendleton, WC. 1996 *Katutura: a place where we stay*. Athens: Ohio University Press, p13)

- (1) jotted notes
- (2) direct observation notes
- (3) research inference notes
- (4) analytic notes
- (5) personal notes

**54 Option (5) is the key**

Field notes are discussed from page 242-244 in the study guide. You have to identify the type that best describes the example given in the excerpt.

Option (1) is incorrect. The excerpt does not provide an example of jotted notes taken in the field to trigger the researcher's memory of events.

Option (2) is incorrect. The excerpt does not provide a detailed description of the research subjects, the setting, events or dialogue as direct observation notes do.

Option (3) is incorrect. The excerpt does not contain an exposition of the relationship between concepts as research inference notes do.

Option (4) is incorrect. The excerpt does not reflect research strategy or theory in detail as analytic notes do.

Option (5) is correct. The excerpt describes the researcher's personal experience of conducting research in a particular community over time. The communication of these experiences and feelings provides an example of personal notes.

**QUESTION 55**

The type of research report selected to record your research is dependent on ...

- (1) the context of that research
- (2) the need for archiving that research
- (3) the research being replicable
- (4) scientific norms and values

**55 Option (1) is the key**

In the introduction to study unit 10 (page 257) we said that "the way in which you present your research report depends on the purpose of that research". Thus, the context, or circumstances, determines what type of report you select in order to present your research findings.

The various types of research reports are described in the study guide on pages 260–268. The archiving of your research (option (2)) is not related to the specific type of report in which the research is presented. Replicability (option (3)) is a methodological consideration and is not dependent on the type of report used. Scientific norms and values (option (4)) are applicable to all research irrespective of how that research is reported.

**QUESTION 56**

With regards to the organisation of a research report, which one of the following statements is most correct?

- (1) All research reports, being scholarly academic documents, must conform to the basic norms of social sciences.
- (2) The type of research report we intend writing influences what aspects of our research will be emphasised and what can be left out.
- (3) The theoretical framework used to explain the findings is considered as important and needs extensive discussion in the introduction.
- (4) It is important that the format, style and organisation of each and every research report be presented in a rigid order.

**56 Option (2) is the key**

The type of research report we intend writing influences what we include and leave out of the report. For example, in written assignments you need to cover all steps in the research process concisely, whereas in an oral presentation you focus largely on your findings because of time constraints.

Option (1) is incorrect since not all research reports are academic documents. Oral presentations and media reports are examples of non-academic research reports.

Option (3) is incorrect as the place for an explanation of findings in terms of the supporting theory is in the discussion, and not the introduction.

Option (4) is incorrect as we do not have a fixed order regarding the presentation of a report. As an example, media reports follow a very different order to that of an oral presentation, as different aspects of the research are emphasised.

### QUESTION 57

Which one of the following statements best represents the difference between the concepts "interpretation" and "discussion"?

- (1) In the section on interpretation we bring out the meaning by explaining what we found in our research, while the discussion is reserved for a justification of the research project in terms of the initial research problem.
- (2) The purpose of the discussion is to summarise the findings of the research by highlighting the key points, while the interpretation is reserved for emphasising the importance of what was found in the research work.
- (3) The interpretation is used to limit the findings of our research work within the framework of the literature review, while the discussion is used to provide a short summary of the research publication in databases.
- (4) In the section relating to interpretation we explain the meaning of our findings, while in the discussion we examine, through argumentation, the findings in terms of the supporting theory and initial research problem.

### 57 Option (4) is the key

There is a fine distinction between interpretation and discussion. However, discussion is considered to be a deeper discussion of the findings in terms of the supporting theory in order to answer the original research question.

Option (1) is incorrect as justification of the research project is discussed as part of the research problem.

Option (2) is incorrect as the purpose of the discussion is not merely to summarise the findings, but rather to provide a deep understanding of the data gathered in terms of

the supporting theory and research problem in order to explain what emerged from the research.

Option (3) is incorrect as we do not limit the interpretation to the framework provided by the literature review, but rather the method used to gather the data. The abstract provides a short summary of the research for publication in databases.

### QUESTION 58

A literature review for a research report should ...

- (1) contain a detailed review of all previously published reports
- (2) contain a selective review of evidence pertinent to the current research project
- (3) be at least 5000 words
- (4) contain as many as possible quotations to make the literature review more clear

### 58 Option (2) is the key

The purpose of a literature review is to summarise work already done in your field of study, thus providing a conceptual framework from which you can design your own research plan. This makes option (2) the key. When writing the literature review it is impossible to identify **all** previously published reports (option (1)) and to review these in detail. There is no limitation on the number of words the literature review must contain (option (3)). The length of the literature review would be proportionate to the overall length of the report. If you look at the example of a literature review given in your Study Guide (pages 61-62), you will find there are no quotations (option (4)).

### QUESTION 59

When sampling in marketing communication to test whether or not consumers are aware of a new brand of coffee, interviewers selected every 10th adult (male and female) that left a local supermarket. This is a.....sample.

- (1) representative
- (2) purposive
- (3) convenience
- (4) random
- (5) probability

**59 Option (3) is the key**

A representative sample means that it accurately reflects the population. If the sample is representative then we can generalise the findings to the population. In the scenario we do not know how many shoppers make up the population. Therefore we cannot draw a representative sample, making option (1) incorrect.

Option (2) is incorrect since purposive sampling is associated with qualitative research. We are busy with quantitative research in this item.

Option (4) is incorrect as random sampling also requires a known population in order to draw up the sampling frame. As we do not know how many people in total are going to visit the supermarket we cannot use random sampling.

Option (5) is also incorrect as probability is just another name for random sampling. By a process of elimination this leaves option (3), convenience sample as the correct option. Selecting every tenth shopper leaving the supermarket is expedient for the researchers under those research circumstances. If you had problems in selecting the correct option for this item, please review the various sampling methods as discussed in study unit 6 of your study guide.

**QUESTION 60**

The first step to take when writing your research report is to ...

- (1) decide on a relevant topic
- (2) formulate the research problem
- (3) do a complete literature review
- (4) identify your intended audience

**60 Option (4) is the key**

As the purpose of writing a report is to record your research, it makes no sense for the first step to be a decision regarding your topic (option (1)), nor the formulation of the research problem (option (2)), nor the literature review (option (3)). In section 10.3 of study unit 10 (page 260) we quote Wimmer and Dominck who say "... that the first step in preparing your report is to clearly identify your intended audience" which makes option (4) the correct option.

**ASSIGNMENTS & ANSWERS – 2007 – Assignment 1****QUESTION 1**

Identify the potential error in human inquiry illustrated below.

A Minister of Education accepts the viewpoint by an eminent professor in Physics that academic support in Higher Education is unnecessary.

- (1) inaccurate observation
- (2) the “halo” effect
- (3) selective observation
- (4) ego involvement

**1 Option (2) is the key**

The “halo” effect is the tendency to surround someone with a “halo” when judging him or his opinions. In this instance the viewpoint was accepted because it came from someone with high standing.

**QUESTION 2**

Norms for the scientific community contain the following:

- (1) universalism and organised skepticism
- (2) universalism and neutrality as to the possible popularity or unpopularity of research results
- (3) communalism and honesty
- (4) all the above

**2 Option (4) is the key**

Option (4) is correct as the norms for the scientific community includes all the norms characteristics as indicated under options (1), (2) and (3). By choosing just one of the alternative options is an exclusive choice.

**QUESTION 3**

Identify the potential error in human inquiry the following example illustrates.

After briefly interviewing two students, a researcher concluded that the prescribed textbook does not pose any problems.

- (1) inaccurate observation
- (2) selective observation
- (3) overgeneralisation
- (4) premature closure

**3 Option (4) is the key**

The core reason why option (4) is correct is because the researcher should have used the findings from his brief interviews to conduct a far more scientifically structured investigation.

Option (1) is incorrect because his observation based on the brief interviews with two students might well be correct as it pertains to the two students only.

Option (2) is incorrect because there are no indications that the researcher deliberately decided to engage in selective observation.

Option (3) is incorrect because overgeneralisation implies that a researcher comes to conclusions based on the interpretation of data that could also be interpreted differently. Having had a brief interview with two students hardly creates a data base from which to make a generalisation.

**QUESTION 4**

Ms Ndlovu runs a health education programme on prevention of the spread of HIV each first Monday of the month. During February she educates the clients on the importance of condom use. In April she finds that the majority of the clients still do not use condoms. She concludes that the clients show a lack of knowledge as well as a negative attitude towards the prevention of the spread of HIV. This is an example of...

- (1) ego involvement
- (2) overgeneralisation
- (3) inaccurate observation
- (4) premature closure

**4 Option (4) is the key**

Option (4) is correct because the changing of sexual behaviours is quite complex and the time period that elapsed between the education programme and the follow-up is too short to assess behaviour change.

Option (1) is incorrect as there are no indications of any personal agenda or bias on the part of Mrs Ndlovu.

Option (2) is incorrect because Mrs Ndlovu does not claim that the research results apply to all people.



Option (3) is incorrect because the observation Mrs Ndlovu made is in fact correct despite the fact that she might not be correct with regards to the reasons why the participants do not use condoms.

### QUESTION 5

An ideal type...

- (a) is a mental construct
- (b) has to do with ideas rather than ideals
- (c) exists objectively
- (d) exaggerates essential characteristics

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (b) (c) (d)
- (5) (c) (d)

### 5 Option (2) is the key

Social scientists find it useful to construct ideal types of phenomena they study. It is possible, for example, to construct an ideal type of 'bureaucracy', identifying all its key elements. This 'ideal type' is 'a mental construct' (statement (a)), based on ideas of what it entails (statement (b)), and is an exaggeration (statement (d)), because it emphasises key dimensions in their purest or most complete form. In reality, particular organisations can be more or less bureaucratic and have some but not necessarily all characteristics attributed to the ideal type for bureaucracy. In this regard an ideal type serves an analytic purpose and does not exist 'objectively'. Statement (c), therefore, does not describe an ideal type. We argue that the five approaches to social sciences discussed in the study guide are ideal types, because they identify key characteristics of ways of doing research. Actual research can approximate one or more of these approaches. Option (2), includes statements (a), (b) and (d). These statements describe characteristics of an ideal type. The option excludes statement (c), which does not describe a characteristic of an ideal type. Option (2) is the correct answer to the question.

**QUESTION 6**

In social science research induction is the process...

- (a) whereby the researcher becomes familiar with a particular setting
- (b) through which theory is tested
- (c) whereby abstract concepts are made concrete variables
- (d) through which theory is built
- (e) through which general statements are derived from specific evidence

(1) (a) (c)

(2) (b) (c)

(3) (c) (d)

(4) (d) (e)

(5) (b) (e)

**6 Option (4) is the key**

The process, induction, is described in section 2.2.4 of the study guide (see pages 56, 57, 76 and 77). You have to identify the statements describing induction.

Statement (a) describes how researchers orientate themselves to a setting when they begin to conduct research. This is not the process of induction. Since option (1) lists statement (a), it can be excluded as a possible answer to this question.

Statement (b) implies a link between theory and research based on deductive reasoning (see page 56). Options (2) and (5), listing statement (b), can be excluded as possible answers to the question.

Statement (c) describes a deductive process. In testing theory, abstract concepts have to be operationalised into concrete variables (see page 56). Options (1), (2) and (3) list statement (c) and can be excluded as potential answers to the question. Through the process of elimination above, option (4) remains the only possible answer to this question. Option (4) includes statements (d) and (e).

Statement (d) suggests that induction entails a process of theory building. According to statement (e) this occurs through deriving general statements from specific evidence. On pages 57 and 76 of the study guide induction is described as the process through which the concrete and specific domain of research is linked to the abstract and general domain of theory. Statements (d) and (e) are correct and option (4) is the answer to this question.

**QUESTION 7**

Which one of the following statements is the best example of a hypothesis?

- (1) More women than men register to study in the social sciences.
- (2) Alienation is a consequence of powerlessness.
- (3) Religiousness equals the frequency of church attendance.
- (4) The higher the level of education, the more liberal the political outlook.
- (5) The level of maturity depends on age.

**7 Option (4) is the key**

The hypothesis is discussed from page 65 to 67 in the study guide. You are given examples of hypotheses in this section. The question asks you to identify the statement which provides the “best example”. This implies the statement which provides the most comprehensive example of a hypothesis. In assessing the options, you have to ask yourself whether the minimum requirements for a hypothesis are met: Are two or more variables related to each other and is the statement testable? You can also ask whether the relationship between the variables is specified. If this is done, it suggests a more comprehensive hypothesis.

The statement in option (1) suggests a research finding (the result of a measurement), rather than a hypothesis. This statement is a factual report, not a tentative statement suggesting a relationship between variables.

The statement in option (2) suggests an explanation for a phenomenon. It links two variables and can be formulated as a hypothesis, but it does not specify a relationship between the variables.

The statement in option (3) operationalises a concept. It does not explore the relationship between variables.

The statement in option (4) links two variables to each other and specifies the direction of the relationship between these two variables (a positive one). This hypothesis is formulated comprehensively.

The statement in option (5) proposes a relationship between two variables. However, “level of maturity” is vague. Is maturity being referred to in a biological or emotional sense? It may even be argued that the two variables are not adequately separated from each other.

On balance, then, option (4) provides the best example of a hypothesis

### QUESTION 8

Read the following hypothesis and identify the dependent variable.

Women are more in favour of birth control than men.

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

#### 8 Option (5) is the key

The distinction between a dependent and independent variable is described on page 66 of the study guide. You are asked to identify the dependent variable.

Options (1) and (2), respectively, refer to an attribute (value) of the variable gender and are therefore not themselves variables. You can exclude these options as possible answers to the question.

Option (3) refers to gender. Gender is a variable. However, the value of this variable cannot be determined or influenced by an orientation towards birth control (see the comments on activity 2.8 in the study guide). You can exclude this option as a possible answer to the question. Gender is an independent variable.

Option (4) refers to birth control. Birth control is not a variable in the example provided. What is being measured is the degree to which birth control is viewed favourably (or not), and not birth control itself.

Option (5) refers to the "attitude towards birth control". This is the dependent variable. The hypothesis suggests that the degree to which birth control is viewed favourably (or not) depends on other characteristics, such as gender. In this hypothesis a relationship is proposed between an attitude towards birth control and gender.

**QUESTION 9**

Exploratory research is done to...

- (1) describe phenomena
- (2) explain phenomena
- (3) determine causality
- (4) investigate a new field

**9 Option (4) is the key**

Exploratory research is done when a certain field or topic in the social sciences is investigated. Option (4) is therefore correct.

Option (1) refers to descriptive research and option (2) to explanatory research. To determine causality is not specifically linked to exploratory research where new phenomena are explored. Option (3) is therefore also incorrect.

**QUESTION 10**

Cross-sectional research is..... in nature because it is done at a particular point in time.

- (1) structured
- (2) nonrecurrent
- (3) specific
- (4) repeatable

**10 Option (2) is the key**

Because no identical project will be done after a specific period of time, the nature of cross-sectional research is nonrecurrent (option (2)).

Structured in nature (option (1)) refers to the nature of questionnaires. Cross-sectional studies are comprehensive, in-depth studies (option (3)). Cross-sectional studies are also not repeatable option (4)) because it represents a once-off measurement. Therefore, options (1), (3) and (4) are incorrect.

**QUESTION 11**

The following types of research can be classified as longitudinal research:

- (a) panel studies
- (b) cohort studies
- (c) time-series research
- (d) case-study

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c) (d)
- (4) (a) (b) (c)

**11 Option (4) is the key**

In panel studies (option (a)) the same people or groups are investigated over various periods of time. In cohort research (option (b)) a certain category of people with the same life experiences which occurred over a period of time, is researched. In time-series research (option (c)) the researcher studies what happened to people over a period of time. Information is collected at a specific point in time, e.g. ten years after they were released from prison. Therefore, the types of research mentioned in options (a), (b) and (c) can be classified as longitudinal research. Case-study research falls under time dimension research but an in-depth investigation is made into a small number of cases at a specific period of time.

**QUESTION 12**

A researcher distributes a questionnaire to a sample of ex-nurses in an attempt to discover their reasons for leaving the profession. This research design is best described as a/an...

- (1) quasi-experiment
- (2) experiment
- (3) survey
- (4) social model

**12 Option (3) is the key**

This researcher is busy with a survey (option (3)). He is once off measuring the state of affairs regarding the research topic.

In an experiment (option (2)) we have to build in an element of control, as well as identify a cause-effect relation between the aspects of research. Quasi-experiments

(option (1)) also contain this element, but only one group is studied, and not two as in the 'true' experiment. Clearly a social model (option (4)) has got nothing to do with the statement.

### QUESTION 13

Identify **four** situational factors that apply when we make judgements about ethics in research.

- (a) the methods we use to collect data
- (b) the age of the subjects we observe
- (c) the goal of the research study
- (d) our intentions as researchers
- (e) the consequences of the research
- (f) the operational definitions of constructs

- (1) (a) (b) (c) (d)
- (2) (b) (c) (d) (e)
- (3) (c) (d) (e) (f)
- (4) (a) (c) (d) (e)

### 13 Option (4) is the key

Ethical considerations when conducting social research include issues, such as behavioural norms, human rights, the different research approaches applied, as well as your role as a professional researcher. Four situational factors that guide the processes and procedures you would use, when conducting research, are as follows:

- the **goal** of the research study (option (c))
- our **intentions** as researchers (option (d))
- the **methods** we use to collect data (option (a))
- the **consequences** of the research (option (e))

You will notice how these four factors relate to the beginning-middle-end stages of the research process, and if you did not know what is meant by "situational factors" then you should revise page 108 in the study guide.

Above comments point to the fact that options (b) and (f) were included as red herrings. (A *red herring* is a distraction or misleading clue, which is false or does not apply in a particular context.) Options (1), (2) and (3) are therefore incorrect because they include (b) and (f).

When you have to answer a multiple-choice item that contains a combination of alphabetical options or subsections you should **first** concentrate on selecting those **alphabetical** options that apply, or which are correct.

Taking this item as an example, you first have to decide which of (a), (b), (c), (d), (e) and/or (f) are situational factors that apply when we make judgments about ethics in research.

|                                               |   |
|-----------------------------------------------|---|
| (a) the methods we use to collect data        | ✓ |
| (b) the age of the subjects we observe        | ✗ |
| (c) the goal of the research study            | ✓ |
| (d) our intentions as researchers             | ✓ |
| (e) the consequences of the research          | ✓ |
| (f) the operational definitions of constructs | ✗ |

Once you have selected the correct alphabetical options, it becomes much easier to identify the key.

#### QUESTION 14

Which behavioural norm or principle relates to the researcher's **motives** for conducting a research study?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) disinterestedness

#### 14 Option (4) is the key

Six behavioural norms are discussed in the study guide (page 110). If you did not select option (4) as the key, we suggest that you revise the above mentioned page, as well as section 4.3 in the study guide, because the norm or principle relates to the **motives** of the researcher.

The other three options are more related to the treatment of respondents or participants, namely voluntary participation; informed consent and freedom from harm.



**QUESTION 15**

Which ethical principle is **disregarded** in the following research study?

Impressionable children are exposed to visual violence in television messages.

- (1) confidentiality
- (2) anonymity
- (3) freedom from harm
- (4) privacy of thought

**15 Option (3) is the key**

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity. (These rights are discussed in the study guide, on pages 111-115.)

The item required you to identify the one ethical principle which was being **disregarded** in the scenario that follows the stem. The scenario contains two important key phrases, namely "impressionable children" and "visual violence in television messages". An impressionable child is one who is young and very often unable to distinguish between fact and fiction. Such a child would, for example, interpret an act of violence that is portrayed in a fictional television programme, to be the real thing. It is logical to argue that children who are impressionable in this way could become emotionally distressed when exposed to such visual violence. As a result, the principle that was being disregarded is that of freedom from harm (options (3)).

Options (1) and (2) do not apply to the scenario and option (4): "privacy of thought", is a *red herring* because it is not an ethical principle or norm. (A *red herring* is a distraction or misleading clue, which is false or does not apply in a particular context.)

**QUESTION 16**

When the Hawthorne effect takes place during a research study, this effect will influence the...

- (1) purpose of the study
- (2) time dimension
- (3) informed consent
- (4) internal validity

**16 Option (4) is the key**

The Hawthorne effect is discussed in the study guide on page 114. If you had consulted the study guide, you should not have had any difficulty in selecting internal validity (4) as the key. However, even if you were unsure about the meaning of the Hawthorne effect, the stem provided you with an additional clue by referring to the effect taking place "during a research study". The first three options refer to decisions that were taken or actions that took place **prior** to conducting a research study and therefore you could have deleted them as possible considerations, without any hesitation.

**QUESTION 17**

One of the requirements of coherence in research design is that it...

- (1) **cannot** be open and flexible
- (2) involves research in a natural setting
- (3) considers the researcher's basic orientation
- (4) explains cause-effect relationships

**17 Option (3) is the key**

Coherence in a research design requires that the decisions we make regarding the various aspects of the research, fit together logically. The aspects that should be considered include the particular paradigm the researcher works in, that is the theoretical assumptions, the focus of the research question(s) and the research techniques. Option (3) refers to this basic orientation of the researcher, and is therefore the key. Note that in addition to the basic orientation of the researcher, the purpose and the proposed use of the study should be considered and the researcher should ensure that the data-collection techniques match the data-analysis techniques.

The research paradigm is one of the aspects that should be considered for design coherence. When working in an interpretive or critical paradigm, research questions

focus on the meaning of social phenomena rather than on causal laws. A design that is open and flexible is also often more suitable when working within these paradigms. Option (1) and option (4) are therefore incorrect. When working in a positivist paradigm, more control than what one would expect in a natural setting is usually required. Option (2) is therefore also incorrect.

Design coherence is discussed on pages 126–127 in the study guide.

### **QUESTION 18**

After completing an experiment a researcher learns that without her realising it, she has influenced the behaviour of the subjects.

This refers to...

- (1) selection bias
- (2) the regression effect
- (3) the testing effect
- (4) researcher expectancy

### **18 Option (4) is the key**

If the researcher has certain expectations of the subjects, the researcher might behave in a manner that makes the expected event more likely to occur. For example, a researcher might see one group as less intelligent and therefore expect them to perform lower than another group. Without realising it the researcher might pay less attention to the first group resulting in a lower performance for this group (as expected!). Researcher expectancy (option (4)) is a threat to the external validity of a study. External validity is discussed on pages 130-131 of the study guide.

Options (1), (2) and (3) are all threats to the internal validity of a study. From the description of these threats on pages 128–129 of the study guide, you will see that the researcher's behaviour is not the focus.

**QUESTION 19**

Quasi-experimental designs differ from true experimental designs in that they do **not** include...

- (1) an experimental and a control group
- (2) manipulation of the treatment conditions
- (3) random assignment of subjects to groups
- (4) a pretest and a posttest in the study

**19 Option (3) is the key**

The characteristics of a true experimental design (pages 131-133) are:

- manipulation of treatment conditions
- random assignment of the subjects to the treatment conditions or groups

A quasi-experimental design (pages 134–135) resembles a true experimental design in that the researcher wants to determine a cause-effect relationship. The term “quasi” is used when there are different treatment conditions but it is not possible to randomly assign subjects to certain conditions. An example would be Unisa students that attend tutorials and those that do not attend tutorials in a study on the influence of personal contact on performance.

A quasi-experimental design thus includes manipulation of the treatment conditions which results in different groups but subjects are not assigned randomly to the groups. Option (1) and option (2) are incorrect and option (3) is correct. As with true experimental designs, the quasiexperimental design could include a pretest and a posttest or only a posttest and option (4) is therefore incorrect.

**QUESTION 20**

Read the following study and indicate how flexible the research design appears to be.

A researcher wants to find out how teachers experience cases of child abuse. He decides to conduct open-ended, in-depth interviews with teachers (either individually or in groups) in which he will ask them to tell him about their thoughts on and experiences with child abuse.

- (1) The research question is specified, but the method is quite flexible.
- (2) The method is clearly specified, but the research question is left open.
- (3) Both the research question and the method are clearly specified.
- (4) Neither the research question nor the method is at all specified.

**20 Option (1) is the key**

The researcher approaches this study with a specific question in mind, namely teachers' experience of cases of child abuse. The method is, however, more flexible in that the researcher is interested in personal thoughts and experiences and he should therefore be open minded while gathering information and not have fixed ideas about what he expects to find. Option (1) fits this description while options (2), (3) and (4) are incorrect. Key issues relevant to qualitative research designs are discussed on pages 136—143 in the study guide.

**ASSIGNMENTS & ANSWERS – 2007 – Assignment 2****QUESTION 1**

Thirty lecturers are randomly sampled from a random sample of five universities.

This is an example of ..... sampling.

- (1) simple random
- (2) systematic
- (3) quota
- (4) cluster

**1 Option (4) is the key**

In the scenario the researcher made use of random sampling. Revise this section in your study guide on page 155 (6.4.1). The population for this study was all the universities. It would have been expensive and time consuming to make a list of all lecturers in all universities. Five universities were then selected through a random sampling technique e.g. the lottery or fishbowl technique. From those five groups or clusters, the thirty elements were selected randomly. This is an example of cluster sampling. The sampling technique is explained on page 155 of your study guide.

Options (1), (2) and (3) are incorrect because of the specific sampling procedures that are to be followed in simple random sampling, systematic sampling and quota sampling. These techniques are explained on pages 156, 157 and 159 respectively.

**QUESTION 2**

In probability sampling, as the sample size increases, the...

- (1) sample becomes more biased
- (2) sampling error decreases
- (3) validity of the investigation decreases
- (4) population becomes more accessible

**2 Option (2) is the key**

In probability sampling, each element in the population has an equal chance of being selected into the sample, because the researcher wants a representative sample. The more elements in the sample the less the chance that a certain parameter or characteristic is not represented in that sample. In other words the larger the sample the more likely all parameters or characteristics of the population will be represented in the sample. Sampling error refers to the differences between population parameters and the sample statistics. If all the parameters are

represented in the sample, the sampling error decreases. This means that as the sample size increases in probability sampling, the less errors will occur.

Option (1) is incorrect because there is less bias in probability sampling. Revise sampling bias in your study guide on page 151.

Option (3) is incorrect because the larger the sample the more valid and accurate the study. Refer to your study guide page 161.

Option (4) is incorrect because the size of the sample will not make the population more accessible.

### QUESTION 3

A chance factor error occurs when...

- (1) one element and not another has been included in a sample
- (2) the sample size cannot be calculated statistically
- (3) incorrect technique arises due to sampling error
- (4) all of the above are true and correct

### 3 Option (1) is the key

There are two types of sampling error. The first type of error is due to chance factor. A chance factor error may occur when one element has been included in a sample rather than another. A chance factor error can be calculated statistically (see page 151 of the study guide). The second type of error is due to bias in selection. When an incorrect sampling technique is used, the type of error is due to bias in selection, and therefore option (3) is not correct. Option (2) is irrelevant because sampling error and not sample size is discussed. Option (4) is thus obviously incorrect.

### QUESTION 4

A researcher wishes to study individuals suffering from agoraphobia (fear of open spaces). The researcher places an advertisement in the newspaper asking for participants. A total of 50 replies are received, of which the researcher randomly selects 30. Only 15 participants actually turn up for their appointment.

The problem with drawing a representative sample of participants with clinical conditions such as agoraphobia is that...

- (a) the participants who consent to participate may be unrepresentative of the target population

- (b) no sampling strategies are appropriate for this research
- (c) no complete lists of sufferers' names are usually available
- (d) the sample size is not an acceptable size for a representative sample

- (1) (a) (b) (c) (d)
- (2) (a) (b) (d)
- (3) (a) (c)
- (4) (b) (d)
- (5) (c) (d)

#### 4 Option (3) is the key

To ensure that a sample that is drawn, represents the population, two important factors have to be considered namely, the similarity or dissimilarity of the population and the degree of precision with which the population is specified. To adhere to these factors, the researcher needs a complete list of elements that meet the criteria of the population in order to define the total population. There is however, not a complete list of individuals suffering from agoraphobia (option (c) is thus correct). The participants who consent to participate may therefore be unrepresentative of the total population of agoraphobics (option (a) is thus correct). The researcher used a random sampling technique to select 30 participants (therefore option (b) is incorrect). The sample size is acceptable as only a total of 50 individuals (meaning the total population is 50) suffering from agoraphobia responded to the advertisement (therefore option (d) is incorrect).

#### QUESTION 5

This statement is to be used in a self-administered questionnaire. It is problematic because it is a/an..... statement

Of the articles that appear in the *Unisa News*, the majority do not concern the subjects in which I major and are therefore irrelevant.

- (1) double-barrelled
- (2) complex
- (3) lengthy
- (4) unwarranted



### 5 Option (1) is the key

An item (statement or question) in a **questionnaire** that contains the words “and”, or “or” represents a double-barreled item. In other words, it contains two statements (or two questions) combined in one. If such an item were to be included in a questionnaire, you would be unable to determine whether the respondent’s reply (eg “yes”) is in response to the first or the second part of the item. This is why option (1) is the key, because the word “and” appears in the statement.

Options (2) and (3) are incorrect, because the statement is neither complex, nor is it lengthy. You could have argued that option (4) is a possible key, if you (being a UNISA student) personally felt that the statement is “unwarranted”. However, to determine whether an item is “warranted” or “unwarranted” would depend on the nature of the research problem being investigated, as well as other factors, such as the goal and objective of the research. As none of these factors are mentioned in this item, option 4 can be regarded as a red herring and treated as incorrect.

### QUESTION 6

Complete the following statement which deals with levels of measurement.

Using an ordinal level of measurement, means that the...

- (1) categories which are used, are equal
- (2) categories can be compared and measured
- (3) preferences can be ranked in an order
- (4) an absolute zero point can be measured

### 6 Option (3) is the key

In order to answer this item you were required to know the four levels of measurement and specifically the meaning of an ordinal level.

When you study-read pages 171-174 in the study guide, and by applying a process of elimination, you could easily have deleted the first and last options, because (1) the categories used are **not** equal; and because (4) the ordinal level does **not** have an absolute zero point on its scale. The reasons why option (2) is incorrect, lay in the nature of categories used to rank responses in the order of preference. In other words the categories, or degree of difference between categories (intervals) cannot be measured or compared.

Therefore option (3) is the key, because by using an ordinal level of measurement, preferences (or intensity, or extent) can be ranked in a particular order, such as from *the least* to *the most*.

### QUESTION 7

The following is an example of primary data:

- (1) a report which is based on a literature review
- (2) an overview of opinions expressed during an interview
- (3) an eye-witness account of a crime
- (4) a press report which is based on an interview

#### 7 Option (3) is the key

In order to answer this item, you have to be able to differentiate between primary, secondary and tertiary data. An interview (options (2) and (4)) can provide primary data, if the interview is recorded and/or if the interview has been transcribed, without any changes or deletions. However, an **overview** (option (2)) of an interview means that the main points in the interview have been summarised and due to this intervention, the overview becomes secondary data. The same applies to a **press report** (option (4)), which usually means that the interview is reported according to certain news values and according to a newspaper's editorial policy.

A literature review (option (1)) usually means that you have consulted several other sources, such as journals and books. A literature review can therefore be regarded as secondary data. In other words, a report that is based on a literature review, moves the report further away from the original or primary sources, which makes such a report an example of tertiary data.

Having used a process of elimination, it becomes easier to conclude that option (3) is the key. (Your Tutorial Letter RSC201H/101, Annexure B, contains a description of using the process of elimination; and you are also advised to revise the seven steps that you ought to follow when answering multiple-choice questions.)

**QUESTION 8**

An advantage of using focus-group interviews is that...

- (1) diverse opinions can be obtained
- (2) a sensitive topic can be researched
- (3) geographic boundaries do not exist
- (4) it is a covert form of data-collection

**8 Option (1) is the key**

An advantage of using focus-group interviews is that diverse opinions can be obtained. If you selected any of the other options, we recommend that you do a thorough revision of Study unit 7 and make a list of the advantages and limitations of the different data-collection methods.

**QUESTION 9**

A table or graph showing how many cases in a data set obtained each possible score on a test is called a ...

- (1) score chart
- (2) data summary chart
- (3) random sample of scores
- (4) frequency distribution

**9 Option (4) is the key**

From the description of tables and graphs on pages 213–219 in the study guide it should be clear to you that this item refers to a frequency distribution and that option (4) is the key while options (1), (2) and (3) are incorrect.

**QUESTION 10**

Study table 1 and indicate which graphic presentation would best represent the data in this table.

**Table 1: Examination results for history**

pass 170  
Fail 30

- (1) bar chart
- (2) histogram
- (3) polygon
- (4) scatter plot

**10 Option (1) is the key**

In this example there are two categories, namely pass and fail, and for each category the frequency or number of students in that category is given. A bar chart is used to represent frequencies for categorical variables and option (1) is therefore correct. The use of the histogram (option (2)) is explained on page 222 of your study guide, the use of the polygon (option (3)) on page 223 of your study guide, and the scatter plot (option (4)) has to do with relationships (discussed on pages 227–229 of the study guide).

**QUESTION 11**

Which measure of variability is equal to 13 in the following set of data?

2      4      9      10      15

- (1) range
- (2) variance
- (3) standard deviation
- (4) spread

**11 Option (1) is the key**

From the discussion of measures of variability on pages 227–228 of the study guide, you will see that the range (option (1)) is the difference between the highest and the lowest score which in this set of data is 13. Have you noticed that the spread (option (4)) means variability and actually refers to all three the other options?

**QUESTION 12**

Which correlation coefficient best describes the relation between X and Y below?

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| X: | 10 | 20 | 30 | 40 | 50 |
| Y: | 80 | 70 | 60 | 50 | 40 |

- (1) -1
- (2) +1
- (3) 0
- (4) none of the above

**12 Option (1) is the key**

The numerical size of a correlation indicates the strength of the relationship, while the sign indicates the direction of the relationship (pages 229–230). In this example each value of variable X is 10 more than the previous value, while each value of variable Y is 10 less than the previous value, thus representing a perfect negative correlation of -1 (option (1)).

**QUESTION 13**

The case study is used in qualitative research because it...

- (1) facilitates the coding of data
- (2) provides a comprehensive description
- (3) enables generalisation on the broader social context
- (4) can be conducted quickly

**13 Option (2) is the key**

You have to identify a reason why qualitative researchers use a case study (see page 238 in the study guide). A case study enables comprehensive description of what is being studied. Option (2) is correct. Let us consider why the other options are incorrect.

Case studies provide a holistic overview of a phenomenon and are therefore not oriented towards facilitating the coding of data. Option (1) is incorrect. In describing characteristics of qualitative research it is pointed out that coding develops throughout the research process.

Given the characteristics of a case study, it is not really suitable for generalisation. Option (3) is incorrect. With a case study the emphasis is more on understanding and description than on determining trends.

Although no specific time frame is given for case studies, a comprehensive study is time consuming as the excerpts from Van der Waal (1992) describing his research in a rural settlement in the study guide suggest. Option (4) is therefore incorrect.

**QUESTION 14**

Jotted notes...

- (a) only contain short phrases and key words
- (b) are the only notes a researcher makes in the field
- (c) provides a comprehensive account of events
- (d) are made when there are constraints on note-taking
- (e) serve as memory joggers

- (1) (a) (b) (c)
- (2) (a) (b) (e)
- (3) (a) (d) (e)
- (4) (b) (c) (e)
- (5) (c) (d) (e)

**14 Option (3) is the key**

The statements you select to answer this question, should describe jotted notes. Statement (a) describes a central characteristic of jotted notes. Statement (b) is incorrect. Other types of notes can be made in the field during research. Jotted notes are only made in circumstances where there are constraints on note taking. Statement (c) is incorrect. Jotted notes are brief and therefore do not contain a comprehensive account of events. Statements (d) and (e) are both correct, further describing characteristics of jotted notes. The correct option is therefore (3).

**QUESTION 15**

Match each of the following descriptions with either of the two research strategies.

- (a) A focus on the history of a particular case.
- (b) In my research I have attempted to understand the unique cultural patterns and the origins of the South African Indian community.
- (c) In my research I have attempted to understand the cultural patterns and the origins of the South African Indian community by viewing them as an example of an upwardly mobile minority group.
- (d) An attempt to explain away the unique characteristics of a particular case with reference to more general structural factors.

- (i) ideographic
- (ii) nomothetic

- |     |            |            |            |            |
|-----|------------|------------|------------|------------|
| (1) | (a) = (i)  | (b) = (i)  | (c) = (ii) | (d) = (ii) |
| (2) | (a) = (ii) | (b) = (i)  | (c) = (ii) | (d) = (i)  |
| (3) | (a) = (ii) | (b) = (i)  | (c) = (ii) | (d) = (ii) |
| (4) | (a) = (ii) | (b) = (i)  | (c) = (i)  | (d) = (i)  |
| (5) | (a) = (i)  | (b) = (ii) | (c) = (ii) | (d) = (i)  |

**15 Option (1) is the key**

You have to match each description to a research strategy. The two strategies are described on page 235 of the study guide. You have to decide whether the focus of a description is universal/general and thus nomothetic or unique/specific and thus ideographic.

Description (a) emphasises focusing on the history of a particular case. This implies an ideographic strategy. See the discussion on a case study (page 238 of the study guide).

Description (b) identifies a particular community and suggests studying it comprehensively. The focus on a detailed study of a particular case, the uniqueness of the South African Indian community, implies an ideographic strategy.

Description (c) suggests studying the South African Indian community as an example of an upwardly mobile minority group. Although description (c) suggests studying the same community as in (b) above, researching this community is approached

differently. The particular community is studied in order to generalise and to compare with other similar categories (communities in similar positions). Description (c) entails focusing on general patterns and therefore implies a nomothetic strategy.

Description (d) suggests a focus on more general characteristics or patterns. This implies a nomothetic strategy.

Having linked each description to a research strategy, you can now consider the options given.

Based on the arguments offered above, option (1) (a)=(i), (b)=(i), (c)=(ii), (d)=(ii), is the correct answer.

### QUESTION 16

Which of the following descriptions is an example of a second-order-interpretation?

- (a) I was hoping that I might win the Lotto draw.
- (b) Poor people (in other words those who can afford it least) are more likely to play the Lotto, because for them the prospect of winning money is most attractive.
- (c) John bought a Lotto ticket because he hoped he might win enough money to buy a bakkie for his business.
- (d) I was angry yesterday when I did not win anything in the Lotto draw.

- (1) (a)
- (2) (c)
- (3) (a) (b)
- (4) (c) (d)
- (5) (b) (c) (d)

### 16 Option (2) is the key

You have to identify a second-order interpretation. The orders of interpretation are described on pages 238 and 239 of the study guide.

Description (a) is an example a person's own expectations. This is a first-order interpretation.

Options (1) and (3) can be excluded as a possible answer because they contain (a).



Description (b) provides a general assessment and explanation of behaviour. This is a third order explanation. Options (3) and (5) can be excluded as a possible answer.

Description (c) puts the behaviour of another person within a context, based on observation. This is a second-order interpretation. Although (c) is listed in three options, you can exclude one of these as a potential answer, because description (b) is also included. You have to consider description (d) to make a choice between the remaining options (2) and (4).

Description (d) contains the sharing of personal experiences. This is a first-order interpretation. Options (4) and (5) can be excluded as a possible answer.

Option (2) is therefore correct. All the other options contain descriptions that cannot be linked to a second-order interpretation.

### QUESTION 17

The methods section of a research report informs the reader....

- (1) of the purpose of an investigation
- (2) about the state of methodological advances in the subject areas
- (3) as to how the investigation was carried out
- (4) as to how the hypothesis or aim of the investigation was formulated

#### 17 Option (3) is the key

The methods section of a research report is where you explain how you undertook the research (option (3)). Option (1) is incorrect, since the purpose of any research is given early in the report, usually as part of the introduction. Option (2) is incorrect since any methodological advances in the subject area should be reported in the literature review as this reports on work already done. Option (4) is also incorrect as the formulation of the hypothesis or aim of the investigation forms part of the purpose of the research.

### QUESTION 18

The purpose of including the literature review in a research report is to establish the status quo regarding understanding of your research problem. This statement is...

- (1) true, because the literature review defines the limits on the framework of your research
- (2) true, because the literature review provides a summary of the sources you intend using in your research

- (3) false, because the literature review has a limited role in determining the credibility of the research
- (4) false, because the research question is evaluated in the literature review

### 18 Option (1) is the key

The purpose of a literature review is to summarise work already done in your field of study, thus providing a conceptual framework from which you can design your own research plan (see your study guide, page 62). This makes option (1) the key.

### QUESTION 19

Read the following report:

#### Why women shoppers can't help acting on impulse

*Sunday Times* Reporter: London

SCIENTISTS claim to have identified the impulses which make women shoppers spend money on unplanned purchases.

As reported in the British press, the scientists' research is the "first to show the unconscious workings of consumers' minds" and was commissioned by some of the world's largest corporations. Companies such as Procter & Gamble, Coca-Cola and General Motors sponsored the study in the belief that it would help them create products, shops and advertising that consumers would find irresistible. "We are lighting up the shadows of the mind and showing what happens when consumers make decisions," says Professor Gerald Zaltman of Harvard Business School, where the research was carried out. Zaltman believes he has proved retailer's belief that shoppers choose what to buy almost subconsciously.

However, market researchers ask questions which get responses only from the conscious mind.

This, says Zaltman, is why consumer surveys are so often inaccurate: "When it comes to shopping, what people say and think is very different from what they actually do. There are unconscious processes at work.

Using something called "positron emission topography", Zaltman and Harvard psychology professor Stephen Kosslyn claim to have discovered some of these processes.

"Women were exposed to mock-ups of a variety of retail environments", according to a report on their research. When confronted with a deliberately off-putting sales pitch, the subjects recorded "a rapid surge of blood to the right prefrontal cortex — an area linked to the 'fight-or-flight' reaction".

By contrast, "a positive sales environment", such as helpful salesroom staff, showed increased blood flows "to the left prefrontal cortex and visual cortex, where activity is linked to heightened pleasure".

As a result of their research, the professors have reportedly built up a detailed picture of shoppers' reactions to a wide variety of shop types and can pinpoint when a customer is likely to make a purchase or leave the shop.

The research is also reported to have been used by General Motors to design its showrooms in the US. Sales at those showrooms which incorporated the researcher's findings have reportedly increased by 30 percent.

(*Sunday Times*, 15 August 1999:1)

The reported research is based on the assumption that ....

- (1) when shopping, men think differently from what they actually do
- (2) positron emission topography can reveal thinking processes

- (3) women are considered as impulsive buyers when shopping
- (4) when shopping, subconscious processes are at work

Question 20 refers to the newspaper report *How the SA educated trickle from the country* by Charmain Naidoo which is illustrated in Figure 10.1 in your Study Guide.

### 19 Option (4) is the key

An assumption is a premise, which we believe to be true. We can eliminate option (1) as an assumption, since men are not mentioned in the report, but rather “people” and “women”. Positron emission topography (option (2)) refers to a process; therefore the option cannot be an assumption. We can reject option (3) as the assumption, since we have already established from option (1) that gender differences in shopping are not the subject of this research. Option (4) is confirmed as the assumption on which the research is based from the statement “... retailer’s (believe) that shoppers choose what to buy almost subconsciously”. You can refer back to section 2.1 of your study guide for more information about assumptions.

### QUESTION 20

Which statement best describes the research problem investigated by this study as reported in the newspaper article?

- (1) The study sets out to determine the correlation between the amount of money allocated to higher education and economic growth.
- (2) The aim of the research is to determine factors influencing the scarcity of highly educated people in developing countries.
- (3) The research goal is to quantify the extent of emigration by highly qualified people and to determine which countries were most affected.
- (4) The investigation considers why some countries are economically rich while others are poor by assessing educational levels.

**20 Option (3) is the key**

In option (1), the relationship between the amount of money allocated to higher education and the speeding up of economic growth in developing countries is an assumption on which the study is based and therefore does not describe the problem investigated in the research report. It is clearly stated in paragraph 10 of the report that "More research is needed ... (on) ... the reasons for such migration." Option (2) is then an indication for future research and not the research problem. This research makes use of an economic theory in order to explain why some countries are rich while others remain poor. This eliminates option (4). We are given the research problem in paragraphs 3 and 4 of the report, which are summed up in option (3).

**ASSIGNMENTS & ANSWERS – 2007 – Assignment 3****QUESTION 1**

In order for research to be regarded as scientific it must...

- (a) entail observation and measurement
- (b) formulate assumptions and hypothesis
- (c) have a language of presentation that can only be understood by fellow researchers

(1) (a)

(2) (a) (b)

(3) (c)

**1 Option (2) is the key**

Option (2) is correct because it addresses the essential elements of scientific research.

Option (1) is incorrect because observation and measurement makes no sense if it is not guided by an assumption or hypothesis with regards to the possible interaction or causal relationship between the observations and measurements.

Option (3) is incorrect because scientific knowledge is not necessarily reserved for a selected group of scientists. Especially in the social and behavioural sciences the consumer of knowledge is often the proverbial man in the street that stands to benefit from knowledge that is reported in understandable language.

**QUESTION 2**

A welfare organisation that wants to implement a well proven USA foster parent programme for HIV/AIDS orphans in a rural area, must analyse the USA results very well in order to...

- (1) prevent overgeneralisation from the USA to the South African context
- (2) prevent inaccurate observation of results
- (3) address the myth that everything from the USA could be applied successfully all over the world
- (4) ensure that the programme will be implemented accurately in South Africa in every respect

**2 Option (1) is the key**

Option (2) is incorrect as prevention of inaccurate observation of results is an integral part of any scientific process for implementing a programme irrespective of its origin.

Option (3) is incorrect as the purpose of using the programme is not to address myths or to analyse whether the programme can be applied all over the world. The fact that the USA programme yields good results makes it appealing to South Africa and it is within the SA context that the programme will be implemented.

Option (4) is incorrect as it will be scientifically irresponsible to expect that such a USA developed programme can be duplicated in every respect in South Africa, which differs from the USA in many respects. Think of issues such as literacy, culture, treatment facilities, access to rural communities, and communication.

Option (1) is correct as it will ensure that results of the programme will take South African characteristics into account when interpreting results.

**QUESTION 3**

To which one of the following approaches to research does this description refer?

An approach which emphasises uncovering the social constraints that hinder the emancipation of people, is the.....approach.

- (1) positivist
- (2) interpretivist
- (3) critical
- (4) feminist
- (5) postmodernist

**3 Option (3) is the key**

Critical theory is discussed on pages 28–31 of the study guide. The last paragraph before Activity 1.12 on page 31 tells you why option (3) is correct. The aim of critical theory is to free people from class, race and gender structures that oppress them. The critical approach contributes to this emancipation by uncovering those structures which would otherwise not be apparent. Once people become aware of these, they can respond appropriately.

**QUESTION 4**

Which of the following statements are correct? According to interpretivists...

- (a) social reality is inherently meaningful
- (b) the social sciences should not approach research in the same way as the natural sciences
- (c) social reality does not exist independently of the knower
- (d) common sense provides useful insight into an understanding of social reality
- (e) it is standardised procedures that enable us to learn about social reality

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| (1) | (a) | (b) | (c) | (d) |
| (2) | (a) | (b) | (c) | (e) |
| (3) | (a) | (b) | (d) | (e) |
| (4) | (a) | (c) | (d) | (e) |
| (5) | (b) | (c) | (d) | (e) |

**4 Option (1) is the key**

The interpretivist approach is discussed in paragraph 1.7.2. Interpretivists believe that social reality is unlike natural reality, a human creation and inherently meaningful. It can therefore not be studied in the same way. Therefore (a) and (b) are correct. Researchers are themselves, with others, involved in the creation of this reality, and consequently it does not exist independently of the knower (c). Common sense knowledge gives an indication of this meaning creation (d). Positivists, rather than interpretivists, emphasise standardised procedures, and thus (e) is incorrect.

**QUESTION 5**

A number of social scientists who had all worked at Unisa during the 1990s are selected as the respondents for a research project. This researcher is conducting ..... research.

- (1) cohort
- (2) time-series
- (3) case study
- (4) cross-sectional

**5 Option (1) is the key**

Cohort research is done by using a category of people who had the same experiences over a specific period in time. In other words, the category of people is investigated as a whole in order to determine its most important characteristics. The emphasis is on cohort, or category, and not on the specific individual.

In time-series research (option (2)), the researcher studies what happened to people over a period of time. In case-study research (option (3)) the researcher tries to make an in-depth investigation into various characteristics of a small number of cases over a specific period of time. Cross-sectional research (option (4)) is used when all the information on a specific topic is collected at the same time and concentrates on the here and now.

### QUESTION 6

To conduct a study on the migration of people from rural areas to cities, health matters or preserving old buildings, the following type of research can be used:

- (1) action research
- (2) social-impact assessment
- (3) evaluation research
- (4) basic research

#### 6 Option (2) is the key

Social-impact research aims to evaluate the consequences of social change. It is used to evaluate demographic consequences (e.g. migration), health matters (e.g. impact of health programmes) and environment (e.g. preservation of old buildings). In action research the elements that are studied actually take part in the research process itself. In evaluation research value judgements are established, based on evidence. Basic research is used to enhance basic/fundamental knowledge about social reality. Therefore, options (1), (3) and (4) are incorrect.

### QUESTION 7

Which ethical problem is being created in the following case?

As part of a campaign to combat crime in a certain province in South Africa, a research agency reveals the names of children under the age of 10 who had been physically molested during the past

- (1) justice
- (2) prejudice
- (3) privacy
- (4) bias



**7 Option (3) is the key**

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity. (These rights are discussed in the study guide, on pages 111–115.)

When a research agency reveals the names of children under the age of 10 who had been physically molested during the past year, then the requirements of confidentiality and anonymity are **not** ensured. Therefore an ethical problem is created because the privacy (option (3)) of the children is not being respected, which can lead to discomfort, emotional stress, humiliation or embarrassment.

**QUESTION 8**

Which right of research participants applies when a researcher is able to identify a particular person's responses, but undertakes not to do so publicly?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) confidentiality

**8 Option (4) is the key**

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity. (These rights are discussed in the study guide, on pages 111–115.)

When a researcher is able to identify a particular person's responses, but undertakes not to do so publicly, **may** be an example of ensuring freedom from harm (option (3)). However, the principle mentioned in the stem, addresses specifically the protection of a person's anonymity and therefore confidentiality (option (4)), and does **not** deal with voluntary participation (option (1)), or informed consent (option (2)).

**QUESTION 9**

Which of the following is a defining characteristic of a true experimental design?

- (1) manipulation of the treatment conditions
- (2) including a pretest and a posttest in the study
- (3) using a random sample of subjects
- (4) giving the same treatment to the experimental and the control group

**9 Option (1) is the key**

The characteristics of a true experimental design are: 1) manipulation of treatment conditions and 2) random assignment of the subjects to the treatment conditions or groups. Option (1) is therefore the key.

If there are two groups representing different treatment conditions, random assignment to these groups, and testing only takes place after the treatment (posttest only), it is still a true experimental design. It is not essential to include a pretest and option (2) is therefore incorrect. It is also not a requirement that the sample of subjects be randomly selected (option (3)) but once the sample has been selected, subjects need to be randomly assigned to the groups. The researcher wants to know what the effect is of the treatment that the experimental group receives and to determine this, the control group receives a **different** treatment or no treatment at all. Option (4) is incorrect.

True experimental design is discussed on pages 131-133 in the study guide.

**QUESTION 10**

Read the following study and identify the intended outcome of the study.

A researcher asks a group of outpatients suffering from depression to keep a diary in which they write once a week. After three months the researcher analyses the content of the diaries to try and identify common themes. These findings are presented in a report to the staff

The intended outcome of the study is...

- (1) the diaries of the patients
- (2) a report to the hospital on common themes
- (3) to obtain funds for the hospital
- (4) a "therapy through writing" program

**10 Option (2) is the key**

The eventual outcome of this process will be to produce a report on themes found in the diaries of the patients, not the diaries themselves (option (1)). The focus of the research is on the experiences of the patients, which will hopefully be reflected by the themes found by analyzing the diaries, so the diaries are just a means to an end. There is no reference in the description to obtaining funds (option (3)) or to this being a form of therapy (option (4)).

**QUESTION 11**

A sample of 100 student records is randomly selected from all the student records at University X during 2005 in order to determine the frequency of recording of student enquiries.

This is an example of ..... sampling.

- (1) simple random
- (2) stratified random
- (3) systematic
- (4) convenience

**11 Option (1) is the key**

The sample in this scenario is drawn from a known population with existing records. The researcher randomly selects 100 student records from the total population. In simple random sampling a complete list of the population is necessary. Numbers are allocated to the elements that are then selected through, for example, the fishbowl technique or by using a random number table.

Options (2), (3) and (4) are incorrect because of the specific sampling procedures that are to be followed in stratified random sampling, systematic sampling and convenience sampling. These techniques are also explained on pages 155 and 158 of the study guide.

**QUESTION 12**

When a researcher knows in advance that there are important subgroups within the population that need to be included in the sample because they may affect the results of the study, the researcher will use .....sampling.

- (1) accidental
- (2) quota
- (3) judgmental
- (4) stratified random

**12 Option (2) is the key**

Quota sampling will be used. The researcher knows in advance that there are important subgroups within the population that need to be included in the sample because they may affect the results of the study. There is a form of bias and the final selection of elements is therefore not random. Quota sampling is procedurally similar to convenience (accidental) sampling except that it identifies important subgroups or strata. Because there are subgroups, the researcher does not only include elements in the sample purely on judgment and can therefore not use judgmental sampling. Cluster sampling is a random sampling technique where elements have an equal chance of being included, and not only because they may affect the results of the study.

**QUESTION 13**

You want to determine the reasons why TB patients are reluctant to return for follow-up visits to the local health clinic. The most appropriate way in which you would collect this information, is by using...

- (1) semantic differential scales
- (2) Likert scales
- (3) participant observation
- (4) in-depth interviews

**13 Option (4) is the key**

The aim of this item is to assess your knowledge and insight to decide which one of the following is the most appropriate way (method or technique) in which you would collect information about TB patients' reluctance to return for follow-up visits:

- semantic differential scales; or
- Likert scales; or
- participant observation; or
- in-depth interviews.

These data-collection methods (or techniques) are discussed and illustrated in the study guide, pages 176–203. You are strongly advised to do a thorough revision of these sections for your examination preparation.

An investigation of the emotions, opinions and behaviour of TB patients, has two implications. First, you wish to collect information from the patient's personal

perspective. As semantic differential scales and Likert scales contain closed-ended options, the use of such scales will not necessarily reflect the patient's individual perspective. Secondly, the topic is of a personal and sensitive nature. If you were to elect to conduct a participant observation, it means that you as researcher (observer) would join the group of patients and participate in the social and other activities, for example at a clinic.

Although the latter observations bring you closer to the patient(s), such observations will still not provide reasons as to why TB patients behave in a particular manner, once they leave the clinic. Therefore, option (4) will be the most appropriate method or technique.

The interpersonal nature of in-depth interviews allows you as researcher to spend more time with each respondent. This helps you to establish better rapport with the patient. Furthermore, questions can be clarified and answers that are unclear or incomplete can be followed up. The response rate is usually high and respondents do not have to be literate. Simultaneously, the respondent can be assured that ethical principles such as, privacy, confidentiality and anonymity will be met.

#### QUESTION 14

The item below is to be used in a self-administered questionnaire. However, it contains a problem that should be avoided.

The new outcomes-based educational strategies resulted in both teachers and learners becoming confused.

Select one of the following options that corresponds with your opinion of the above statement:

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above item is problematic because of the following reason:

- (1) The scale used in the item is not appropriate.
- (2) The item contains a negative statement.
- (3) Reference is made to a vague agent of action.
- (4) The item contains a double-barrelled statement.

**14 Option (4) is the key**

This item deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you were not required to answer the questionnaire item. You were required to critically evaluate the item and to identify the reason why it should be avoided.

This item is a good example in which you could have considered why the item is problematic (before considering the options):

The reasons why options (1), (2) and (3) are incorrect, are as follows:

- the scale used in the item **is** appropriate
- the item does **not** contain a negative statement
- there is **no** reference to a vague agent of action

Option (4) is the key, because the statement contains “and”, which creates a double-barrelled statement. In other words, two statements are combined in one. If such an item were to occur in a questionnaire, you (as a researcher) will not be able to determine whether a respondent’s answer (e.g. *strongly agree*) refers to the teachers, or the learners, or both.

You will find the discussion about the wording of statements and questions, as well as the use of double-barrelled, lengthy and complex items on pages 183–184 in the study guide.

**QUESTION 15**

What type of graph would best display interval and ratio data such as the examination marks of Unisa students in a second-year module?

- (1) histogram
- (2) pie chart
- (3) X-Y plot
- (4) bar chart

**15 Option (1) is the key**

A histogram (option (1)) is most suitable to illustrate the frequency distribution of numerical data.

Graphic presentation of frequency distributions is discussed on pages 216–218 of the study guide.

### QUESTION 16

Which is not a measure of variability?

- (1) range
- (2) standard deviation
- (3) median
- (4) variance

#### 16 Option (3) is the key

Variability refers to the extent to which the scores in the sample differ from each other and how far they deviate from the central value. On pages 227–229, the range (option (1)), variance (option (4)), and standard deviation (option (2)) are given as measures of variability. The median (option (3)), however, is a measure used to summarise the sample of scores, that is a measure of central tendency.

### QUESTION 17

Which of the following are characteristics of coding?

- (a) In coding, similar aspects of the data are grouped together.
- (b) Coding involves the construction of categories that can be used to analyse data.
- (c) Coding is a form of library cataloguing, and therefore takes place in the literature study phase.
- (d) Coding is the first step in the research process in qualitative research.

- (1) (a) (b) (c) (d)
- (2) (a) (b) (d)
- (3) (b) (c) (d)
- (4) (a) (b)
- (5) (c) (d)

#### 17 Option (4) is the key

You are requested to identify the statements which describe characteristics of coding. Coding is discussed in section 8.1 of the study guide (see pages 214–250). Statement (a) suggests that coding organises data in terms of similarities. This statement correctly describes a characteristic of coding (in general).

Statement (b) links coding to the construction of categories, used in analysis. Developing categories, implies the "indexing of data (that) forces the researchers to think about it in a slightly more abstract way". It is also pointed out that "coding is intimately linked with analysis". This statement correctly describes a characteristic of coding (in general).

Statement (c) equates coding to library cataloguing. Although library cataloguing is used as an example to explain the purpose of coding, coding is not a form of library cataloguing. Coding is furthermore a step in the analysis of data. Coding therefore does not take place during a literature survey, as suggested in the statement. Statement (c) is incorrect.

Statement (d) suggests that coding is the first step in qualitative research. In spite of the processes of analysis and data collection overlapping in qualitative research this statement is incorrect. The grounded theory approach, characteristic of qualitative research, implies working with the data collected, to develop concepts and codes. Logically, the decision about what to study precedes any coding activity. Statement (d) is incorrect.

Options (1), (2), (3) and (5) list statement(s) (c) and/or (d) which are incorrect. Based on the preceding arguments the only possible answer to this question is option (4). Both statements (a) and (b) are correct.

### QUESTION 18

Link the characteristics listed below to the strategy of research.

- (i) nomothetic
- (ii) idiographic

- (a) Identifying trends
- (b) Describing meaningfulness
- (c) Determining causality
- (d) Generalising
- (e) Emphasising uniqueness

- |     |          |          |          |          |          |
|-----|----------|----------|----------|----------|----------|
| (1) | (a)=(i)  | (b)=(ii) | (c)=(i)  | (d)=(ii) | (e)=(i)  |
| (2) | (a)=(ii) | (b)=(i)  | (c)=(ii) | (d)=(ii) | (e)=(i)  |
| (3) | (a)=(i)  | (b)=(ii) | (c)=(i)  | (d)=(i)  | (e)=(ii) |



- (4) (a)=(ii) (b)=(i) (c)=(ii) (d)=(i) (e)=(ii)  
 (5) (a)=(i) (b)=(i) (c)=(ii) (d)=(ii) (e)=(i)

### 18 Option (3) is the key

You have to match each characteristic listed to a research strategy. The two strategies are described on pages 235 and 236 in the study guide.

Identifying trends (a) is a characteristic of a strategy which sets out to verify universal patterns. Determining such universal patterns relies on establishing causality (c) and generalising these findings (d). Characteristics (a), (c) and (d) are linked to the nomothetic strategy (i). In contrast with this, an idiographic strategy specifies uniqueness (e). The uniqueness of a particular case becomes clear when the meaningfulness (b) of it is explored. Characteristics (b) and (e) are linked to the idiographic strategy (ii).

Based on the arguments offered above, option (3) (a)=(i), (b)=(ii), (c)=(i), (d)=(i), (e)=(ii) is the correct answer.

### QUESTION 19

Which one of the following statements is **true**?

- (1) The discussion section of the report should relate present findings to previous studies.
- (2) The literature review should be reported in an appendix labeled "references".
- (3) The results section should contain only tables and graphs, and **not** a description of the data.
- (4) Researchers should **not** report on the results to prevent misrepresentation of the findings.

### 19 Option (1) is the key

In this question you had to identify the option which is true. Option (1) is true as the purpose of the discussion section is to establish if your findings are in line with current thinking. Option (2) is false as the literature review is not reported in an appendix but is given early in the report as part of defining the problem. Option (3) is false as a discussion of findings in the results sections can contain a mix of tables and graphs together with a description. Option (4) is false as the statement is nonsensical. The purpose of writing a research report is, *inter alia*, to communicate scientific data and ideas to others.

**QUESTION 20**

With regards to the organisation of a research report, which one of the following statements is most correct?

- (1) All research reports, being scholarly academic documents, must conform to the basic norms of social sciences.
- (2) The type of research report we intend writing influences what aspects of our research will be emphasised and what can be left out.
- (3) The theoretical framework used to explain the findings is considered as important and needs extensive discussion in the introduction.
- (4) It is important that the format, style and organisation of each and every research report be presented in a rigid order.

**20 Option (2) is the key**

The type of research report we intend writing influences what we include and leave out of the report. For example, in written assignments you need to cover all steps in the research process concisely, whereas in an oral presentation you focus largely on your findings because of time constraints.

Option (1) is incorrect since not all research reports are academic documents. Oral presentations and media reports are examples of non-academic research reports.

Option (3) is incorrect as the place for an explanation of findings in terms of the supporting theory is in the discussion, and not the introduction.

Option (4) is incorrect as we do not have a fixed order regarding the presentation of a report. As an example, media reports follow a very different order to that of an oral presentation, as different aspects of the research are emphasised.

**ASSIGNMENTS & ANSWERS – 2009 – Assignment 1****QUESTION 1**

Inquiry into events of everyday life is

- (1) a natural characteristic of human behaviour
- (2) only permissible if it constitutes scientific method
- (3) only meaningful if it provides valid answers to questions
- (4) a process only trained researchers can undertake successfully

**1 Option (1) is the key**

Options (2), (3), and (4) are wrong because in these options inquiry is subjected to all kinds of limitations and prescriptions, therefore undermining the spontaneous nature of people to inquire. Note that the text in the study guide emphasises people's inherent curiosity regarding everyday life events and the satisfaction thereof should be spontaneous.

One can argue that in order to function effectively each person should base all their life decisions on proper inquiry as option (4) suggests. It is however unrealistic to require that people should be this rational in all their thinking and actions.

**QUESTION 2**

Scientific thinking makes sense because it

- (1) is logical
- (2) collects evidence
- (3) explains relationships between variables
- (4) all the above

**2 Option (4) is the key**

The reason why option (4) is the key is because scientific thinking is **not only** logical, **does not only** collect evidence, and **does not only** explain relationships between variables.

Option (4) is therefore correct because it includes all the other options which all form part of scientific thinking.

**QUESTION 3**

All grade eight learners agree with their teacher that the world is round. This is an example of

- (1) tradition
- (2) authority
- (3) mysticism
- (4) common sense

### 3 Option (2) is the key

Option (2) is correct because the learners acknowledge the educator as a person that can speak with authority about the earth.

Option (1) is incorrect because tradition may entail that everything an educator says is accepted as the truth, or that it has become tradition to accept that the earth is round. Tradition thus gives a confusing answer.

Option (3) is incorrect is there is no mention whatsoever to suggest any sort of mysticism in the question.

Option (4) is incorrect because common sense alone cannot determine the complexity of the earths' shape.

### QUESTION 4

Identify the potential error in human inquiry illustrated below.

A Minister of Education accepts the viewpoint by an eminent professor in Physics that academic support in Higher Education is unnecessary.

- (1) inaccurate observation
- (2) the "halo" effect
- (3) selective observation
- (4) ego involvement

### 4 Option (2) is the key

Option (2) is correct because the 'halo effect' gets stature in the prominence of the physicist, who, according the minister, is always correct in everything he gives an on.

Option (1) is incorrect because the inaccurate observation of the minister is overshadowed by the "halo effect" more than anything else.

Option (3) is incorrect because the minister is not confronted with a set of observations from he can choose.

Option (4) is incorrect as there are no indications of ego involvement on the side of the minister. In fact the physicists' ego is massaged.

### QUESTION 5

Research in the social sciences is **always** based on assumptions

- (a) about the nature of social reality
- (b) about how we can get to know social reality
- (c) that value-freedom is crucial
- (d) that facts are observable

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

#### 4 Option (2) is the key

Option (2) is correct because the 'halo effect' gets stature in the prominence of the physicist, who, according to the minister, is always correct in everything he gives an opinion on.

Option (1) is incorrect because the inaccurate observation of the minister is overshadowed by the "halo effect" more than anything else.

Option (3) is incorrect because the minister is not confronted with a set of observations from which he can choose.

Option (4) is incorrect as there are no indications of ego involvement on the side of the minister. In fact the physicists' ego is massaged.

### QUESTION 6

An ideal type

- (a) is a mental construct
- (b) has to do with ideas rather than ideals
- (c) exists objectively
- (d) exaggerates essential characteristics

- (1) (a) (b) (c)
- (2) (a) (b) (d)

- (3) (a) (c) (d)
- (4) (b) (c) (d)
- (5) (c) (d)

### 6 Option (2) is the key

An 'ideal type' is described on page 39 of the study guide. Social scientists find it useful to construct ideal types of phenomena they study. It is possible, for example, to construct a deal type of 'bureaucracy', identifying all its key elements. This 'ideal type' is 'a mental construct' (statement (a)), based on ideas of what it entails (statement (b)), and is an exaggeration (statement (d)), because it emphasises key dimensions in their purest or most complete form. In reality, particular organisations can be more or less bureaucratic and have some but not necessarily all characteristics attributed to the ideal type for bureaucracy. In this regard an ideal type serves an analytic purpose and does not exist 'objectively'. Statement (c), therefore, does not describe an ideal type. We argue that the five approaches to social sciences discussed in the study guide are ideal types, because they identify key characteristics of ways of doing research. Actual research can approximate one or more of these approaches. Option (2), includes statements (a), (b) and (d). These statements describe characteristics of an ideal type.

The option excludes statement (c), which does not describe a characteristic of an ideal type.

Option (2) is the correct answer to the question.

### QUESTION 7

Match each of the following statements with either of the two reasoning processes.

- (a) Because all RSC assignment questions are difficult, I can assume that this question will be difficult.
- (b) All the questions I have completed up to now were difficult; therefore I can assume that all RSC questions are difficult.
- (c) People become aggressive when their attempts to reach their goals are frustrated, therefore I can assume that my daughter will become aggressive if I keep on breaking up her puzzle just before she has fitted the last piece.
- (d) Because I have received an electric shock each time I touched these exposed live wires, I can assume that touching live exposed wires gives one an electric shock.

(i) deduction

(ii) induction

- (1) (a) = (i) (b) = (i) (c) = (ii) (d) = (ii)  
 (2) (a) = (ii) (b) = (i) (c) = (ii) (d) = (i)  
 (3) (a) = (ii) (b) = (i) (c) = (ii) (d) = (ii)  
 (4) (a) = (ii) (b) = (i) (c) = (i) (d) = (i)  
 (5) (a) = (i) (b) = (ii) (c) = (i) (d) = (ii)

### 7 Option (5) is the key

You have to match each statement to a reasoning process. In answering this question you have to decide whether the process of reasoning in each statement, linking empirical research and abstract theorising, develops from the abstract and general to the concrete and specific level, or vice versa.

Statement (a) suggests that you draw a conclusion about a particular instance based on what you generally perceive to be the trend. This implies a process of reasoning moving from the general level (*all questions*) to the specific level (*this question*). Statement (a) can be linked to deduction (i).

In statement (b) a particular experience (*all the questions I have done up to now*) is used to draw a conclusion about *all RSC questions*. This process of reasoning is the inverse of reasoning in the previous statement. It implies moving from the specific level to the general level. Statement (b) can be linked to induction (ii).

In statement (c) "*People become aggressive when*" represents a general principle, whilst "*I can assume my daughter*" refers to a specific outcome. In this process of reasoning, a specific outcome is based on a general principle. Statement (c) can be linked to deduction (i).

In statement (d) "*Because I have received an electric shock*" represents a specific observation, whilst "*I can assume touching live exposed wires*" refers to a general principle. The general principle is formulated from a specific observation. Statement (d) can be linked to induction (ii).

Based on the arguments offered above, option (5) (a)=(i), (b)=(ii), (c)=(i), (d)=(ii), is the correct answer.

**QUESTION 8**

In social science, theory

- (a) is used to provide an explanation for social phenomena
- (b) is based on speculation
- (c) specifies the relationships between key concepts
- (d) organises and systematises ideas
- (e) suggests what kind of facts we should be looking for in research

- (1) (a)(b)
- (2) (c)(d)
- (3) (e)
- (4) (b)(c)(e)
- (5) (a)(c)(d)(e)

**8 Option (5) is the key**

Theory and its relationship to research in the social sciences are discussed from pages 41–59 in the study guide. You have to identify the statements that are correct.

Statement (a) is correct. Theory, as a conceptual framework, provides an explanation for what social scientists observe of phenomena.

Statement (b) is incorrect. The commentary on activity 2.2 clearly draws a distinction between everyday and social science conceptions of theory. Social scientists do not regard theories as purely based on speculation.

Statement (c) is correct. Theoretical propositions suggest relationships between concepts.

Statement (d) is correct. Theory structures and systematises our ideas on the phenomena we study, suggesting how concepts are related to each other.

Statement (e) is correct. Theory suggests what we can expect in certain circumstances. This then deductively guides research.

The correct answer is option (5), which includes statements (a), (c), (d) and (e).



**QUESTION 9**

The main source of data in qualitative research is

- (1) observers
- (2) natural sources
- (3) structured interview
- (4) human beings (man)

**9 Option (4) is the key**

In qualitative research people are the main source of data because the focus is on the lived experience/personal views/standpoints of individual humans. Observers (option (1)) refer, within the framework of research, to those who gather the data. Natural sources (option (2)) refer to non-social reality. Structured interviews (option (3)) are techniques which are utilised in quantitative research.

**QUESTION 10**

Explanatory research is done to

- (1) explore phenomena
- (2) give details of a situation
- (3) determine causality
- (4) describe phenomena

**10 Option (3) is the key**

In explanatory research the researcher tries to identify the reason(s) why an event took place. In other words, this type of research looks for causes and reasons why “something” happened or did not happen.

Options (1) and (4) refer to exploratory research. When a phenomenon is explored, the focus is on describing the “what” of the matter, but seldom gives a final answer.

Option (2) is incorrect because case studies are done to give details of a situation.

**QUESTION 11**

Which one of the following items distinguishes true experimental research from quasiexperimental research?

- (1) the size of sample
- (2) the use of a non probability sample
- (3) random assignment of subjects to groups
- (4) the introduction of an experimental treatment

**11 Option (3) is the key**

In true experimental research subjects are randomly assigned to groups. The size of the sample (option (1)) refers to whether or not the data can be generalised. The use of a non probability sample (option (2)) is more related to the size of the population than to the nature of the research design. The introduction of an experimental treatment (option (4)) occurs in both quasi- and experimental research designs.

**QUESTION 12**

To conduct a study on the migration of people from rural areas to cities, health matters or preserving old buildings, the following type of research can be used:

- (1) action research
- (2) social-impact assessment
- (3) evaluation research
- (4) basic research

**12 Option (2) is the key**

Social-impact research aims to evaluate the consequences of social change. It is used to evaluate demographic consequences (e.g. migration), health matters (e.g. impact of health programmes) and environment (e.g. preservation of old buildings).

In action research the elements that are studied actually take part in the research process itself. In evaluation research value judgements are established, based on evidence. Basic research is used to enhance basic/fundamental knowledge about social reality. Therefore, options (1), (3) and (4) are incorrect.

**QUESTION 13**

When you conduct an unstructured interview in a respondent's home

- (1) this minimises control over intervening variables
- (2) this will lead to a clash of interests or even conflict
- (3) the confidentiality of the reported responses cannot be protected
- (4) the respondent's privacy is protected by making notes

**13 Option (1) is the key**

Four different issues are addressed in the four options in this multiple-choice item. The first option deals with the control which you as a researcher have over the conditions (or setting) in which the interview is conducted. The second option deals with the

possibility of a clash of interest or even conflict. The third option deals with confidentiality, whereas the fourth option deals with the privacy of the respondent.

Option (1) is the key, because when conducting an interview in someone's home, you (as a researcher) do not have full control of intervening variables, such as friends visiting unexpectedly, or having your interview interrupted by telephone calls, or even by food burning on the stove.

Option (2) is not correct, because it is unlikely that a clash of interests or conflict should arise, as you would have obtained informed consent from the respondent prior to the interview and the respondent should therefore be aware of the purpose and topic of the interview.

The confidentiality of responses **can** be protected, by not identifying the respondent in the reported findings. That is why option (3) is incorrect.

By making notes of responses, the researcher does not necessarily protect a respondent's privacy (respondents' identity can still be divulged when reporting the finding); which explains why option (4) is also incorrect.

#### QUESTION 14

Which behavioural norm or principle relates to the researcher's **motives** for conducting a research study?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) disinterestedness

#### 14 Option (4) is the key

Six behavioural norms are discussed in the study guide (page 110). If you did not select option (4) as the key, we suggest that you revise the above mentioned page, as well as section 4.3 in the study guide, because the norm or principle relates to the **motives** of the researcher.

The other three options are more related to the treatment of respondents or participants, namely voluntary participation; informed consent and freedom from harm.

**QUESTION 15**

Which ethical principle is **disregarded** in the following research study?

Impressionable children are exposed to visual violence in television messages.

- (1) confidentiality
- (2) anonymity
- (3) freedom from harm
- (4) privacy of thought

**15 Option (3) is the key**

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity.

The item required you to identify the one ethical principle which was being **disregarded** in the scenario that follows the stem. The scenario contains two important key phrases, namely "impressionable children" and "visual violence in television messages". An impressionable child is one who is young and very often unable to distinguish between fact and fiction. Such a child would, for example, interpret an act of violence that is portrayed in a fictional television programme, to be the real thing. It is logical to argue that children who are impressionable in this way could become emotionally distressed when exposed to such visual violence. As a result, the principle that was being disregarded is that of freedom from harm (options (3)).

Options (1) and (2) do not apply to the scenario and option (4): "privacy of thought", is a *red herring* because it is not an ethical principle or norm. (A *red herring* is a distraction or misleading clue, which is false or does not apply in a particular context.)

**QUESTION 16**

When the Hawthorne effect takes place during a research study, this effect will influence the

- (1) purpose of the study
- (2) time dimension
- (3) informed consent
- (4) internal validity

**16 Option (4) is the key**

The Hawthorne effect is discussed in the study guide on page 111. If you had consulted the study guide, you should not have had any difficulty in selecting internal validity (4) as the key. However, even if you were unsure about the meaning of the Hawthorne effect, the stem provided you with an additional clue by referring to the effect taking place "during a research study". The first three options refer to decisions that were taken or actions that took place **prior** to conducting a research study and therefore you could have deleted them as possible considerations, without any hesitation.

**QUESTION 17**

A research design that is open and flexible is more suitable when

- (1) there is no research plan
- (2) doing qualitative research
- (3) interviewing people
- (4) studying cause-effect relationships

**17 Option (2) is the key**

Practical considerations play a great role in designing and implementing qualitative research and the researcher has to refine and develop the research design throughout the research process to ensure valid conclusions. A design that is open and flexible is therefore more suitable when doing this type of research and that is why option (2) is the key.

Option (1) is incorrect because research design always forms part of the research process. Even though the design may be changed while doing the research (an open and flexible design) there should always be a research plan. The research design that is more suitable when interviewing people depends on whether the interviews are used as part of qualitative or quantitative research and you do not have enough information to choose option (3). In order to identify cause-effect relationships, the research context needs to be controlled and the steps in the research process are done in sequence. Option (4) is therefore incorrect.

**QUESTION 18**

What does "maturation" as a threat to the internal validity of a study refer to?  
Maturation

- (1) before the pre-test confounds the results
- (2) between the pre-test and the post-test confounds the results

- (3) influences the generalisability of results
- (4) influences the independent variable

### 18 Option (2) is the key

According to the definitions of the threats to the internal validity of a study on pages 128-129 in the study guide, maturation refers to changes within the subjects over time that affects the dependent variable. It therefore requires measurement before and after the changes have taken place. Given this description, option (2) is correct while option (1) and option (4) are incorrect.

Maturation is a threat to internal validity whereas generalisability has to do with external validity. Option (3) is therefore also incorrect.

### QUESTION 19

Which of the following is a defining characteristic of a true experimental design?

- (1) manipulation of the treatment conditions
- (2) including a pretest and a posttest in the study
- (3) using a random sample of subjects
- (4) giving the same treatment to the experimental and the control group

### 19 Option (1) is the key

The characteristics of a true experimental design are: 1) manipulation of treatment conditions and 2) random assignment of the subjects to the treatment conditions or groups. Option (1) is therefore the key. If there are two groups representing different treatment conditions, random assignment to these groups, and testing only takes place after the treatment (posttest only), it is still a true experimental design. It is not essential to include a pretest and option (2) is therefore incorrect.

It is also not a requirement that the sample of subjects be randomly selected (option (3)) but once the sample has been selected, subjects need to be randomly assigned to the groups. The researcher wants to know what the effect is of the treatment that the experimental group receives and to determine this, the control group receives a **different** treatment or no treatment at all. Option (4) is incorrect.

True experimental design is discussed on pages 131–133 in the study guide.

**QUESTION 20**

Read the following study and indicate how flexible the research design appears to be.

A researcher wants to find out how teachers experience cases of child abuse. He decides to conduct open-ended, in-depth interviews with teachers (either individually or in groups) in which he will ask them to tell him about their thoughts on and experiences with child abuse.

- (1) The research question is specified, but the method is quite flexible
- (2) The method is clearly specified, but the research question is left open
- (3) Both the research question and the method are clearly specified
- (4) Neither the research question nor the method is at all specified

**20 Option (1) is the key**

The researcher approaches this study with a specific question in mind, namely teachers' experience of cases of child abuse. The method is, however, more flexible in that the researcher is interested in personal thoughts and experiences and he should therefore be open minded while gathering information and not have fixed ideas about what he expects to find. Option (1) fits this description while options (2), (3) and (4) are incorrect.

Key issues relevant to qualitative research designs are discussed on pages 134–139 in the study guide.

**ASSIGNMENTS & ANSWERS – 2009 – Assignment 2****QUESTION 1**

Twenty-five people who lost a family member through suicide and who are currently attending a support group, are referred to the researcher by other members in the support group already in the sample.

This is an example of.....sampling.

- (1) convenience
- (2) purposive
- (3) theoretical
- (4) snowball

**1 Option (4) is the key**

It will be very difficult to obtain a list of all people who lost a family member through suicide and who are attending a support group. From the scenario it is clear that the researcher did not have a complete list of the population. To find people who will possibly participate in the research project, the researcher has to find a way of getting hold of these people. By asking the people who are attending the support group to refer other people in the same situation to him/her, the researcher builds up a sample. One person asks another to join in on the research and the next person asks another one. This brings about a snowball effect. Snowball sampling is explained on page 162 of your study guide.

If you read through the discussions of convenience, purposive and theoretical sampling, you will understand why they are not correct. In convenience sampling the researcher selects those elements that he or she can access easily. In purposive sampling the researcher selects a sample that can be judged to be representative of the total population, which is not possible in this case. Theoretical sampling is the same as purposive or judgmental sampling and therefore option (3) is a red herring.

**QUESTION 2**

A chance factor error occurs when

- (1) one element and not another has been included in a sample
- (2) the sample size cannot be calculated statistically
- (3) incorrect technique arises due to sampling error
- (4) all of the above are true and correct



**2 Option (1) is the key**

There are two types of sampling error. The first type of error is due to chance factor. A chance factor error may occur when one element has been included in a sample rather than another. A chance factor error can be calculated statistically (see page 153 of the study guide).

The second type of error is due to bias in selection. When an incorrect sampling technique is used, the type of error is due to bias in selection, and therefore option (3) is not correct. Option (2) is irrelevant because sampling error and not sample size is discussed. Option (4) is thus obviously incorrect.

**QUESTION 3**

When a researcher knows in advance that there are important subgroups within the population that need to be included in the sample because they may affect the results of the study, the researcher will use .....sampling.

- (1) accidental
- (2) quota
- (3) judgmental
- (4) theoretical

**3 Option (2) is the key**

Quota sampling will be used. The researcher knows in advance that there are important subgroups within the population that need to be included in the sample because they may affect the results of the study. There is a form of bias and the final selection of elements is therefore not random. Quota sampling is procedurally similar to convenience (accidental) sampling except that it identifies important subgroups or strata. Because there are subgroups, the researcher does not only include elements in the sample purely on judgment and can therefore not use judgmental sampling. Cluster sampling is a random sampling technique where elements have an equal chance of being included, and not only because they may affect the results of the study.

**QUESTION 4**

If a population contains 50% males and 50% females, and a sample has 10% males and 90% females, then this sample is said to be

- (1) biased
- (2) too small
- (3) representative
- (4) unbiased

**4 Option (1) is the key**

The population that was identified (50% males and 50% females) is not reflected in the sample that was selected (10% males and 90% females). The sample has therefore not been carefully selected. Sampling bias is caused by the researcher failing to consider the relevant population criteria when selecting the sample (option (1) is correct). No sample size was indicated in the given scenario, the sample is not representative, and is biased. Therefore options (2), (3) and (4) are incorrect.

**QUESTION 5**

This statement is to be used in a self-administered questionnaire. It is problematic because it is a/an.....statement

Of the articles that appear in the *Unisa News*, the majority do not concern the subjects in which I major and are therefore irrelevant

- (1) double-barrelled
- (2) complex
- (3) lengthy
- (4) unwarranted

**5 Option (1) is the key**

An item (statement or question) in a **questionnaire** that contains the words "and", or "or" represents a double-barreled item. In other words, it contains two statements (or two questions) combined in one. If such an item were to be included in a questionnaire, you would be unable to determine whether the respondent's reply (eg "yes") is in response to the first or the second part of the item. This is why option (1) is the key, because the word "and" appears in the statement.

Options (2) and (3) are incorrect, because the statement is neither complex, nor is it lengthy.

You could have argued that option (4) is a possible key, if you (being a UNISA student) personally felt that the statement is “unwarranted”. However, to determine whether an item is “warranted” or “unwarranted” would depend on the nature of the research problem being investigated, as well as other factors, such as the goal and objective of the research. As none of these factors are mentioned in this item, option 4 can be regarded as a red herring and treated as incorrect.

You will find the discussion of the wording of statements and questions, including the use of double-barreled, complex and lengthy items, on pages 186–188 in the study guide.

### QUESTION 6

You are planning to conduct a structured interview. In what chronological order would you undertake the activities listed?

- (a) Conduct a pilot test, using the equivalent-forms method to test the reliability of the interview schedule.
- (b) Compile a list of questions to be used in an interview schedule.
- (c) Determine the content validity of questions in the interview schedule.

- (1) (a) → (b) → (c)
- (2) (b) → (c) → (a)
- (3) (c) → (a) → (b)
- (4) (a) → (c) → (b)

### 6 Option (2) is the key

Many of our daily activities involve performing actions in a particular chronological order. For example, you would first collect dry wood and then light a fire (and not the other way around); or you would first gather the ingredients, before you start mixing them to bake a cake. You would, for example, not start mixing the ingredients for a cake and then go to the shop to buy baking powder.

Your planning to conduct a structured interview in a similar way means that you would have to perform certain actions in a chronological order.

- What has to occur first?

Clearly the answer is found in option (b): *compiling a list of questions to be used in an interview schedule*.

- Do you then have to test the reliability, option (a), or the content validity, option (c), of the questions?

As there is no prescribed or fixed answer to this question, it does not matter in which order the reliability or validity are tested, providing that such tests are undertaking.

The chronological order can therefore be:

(b) → (c) → (a)

**or**

(b) → (a) → (c)

As the second chronological order was **not** given as an option, it became easier for you to select the first chronological order (in option (2)).

Above is one way in which you could have reasoned in order to elect the key. You could, however, have used another reasoning procedure, by arguing that you **cannot** test the reliability or validity of questions if the questions have not already been compiled. If you used this reasoning process, then options (a) and (c) could have been deleted immediately as the **first** step, which means that you could have identified options (1), (3) and (4) as being **incorrect**, without wasting much time.

Our reference above to “wasting time” is particularly important when you are answering multiple-choice items in the **examination**.

## QUESTION 7

Overt participant observation (in field research) occurs when

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher’s presence is not known to the group being observed

### 7 Option (3) is the key

This multiple-choice item is an example of a high-level question, because it tests your understanding of:

- the distinction between overt and covert observations
- different data-collection instruments used
- the effect of observations on participants

The stem of this item clearly refers to **overt participant observation**, which takes place when a researcher becomes involved with the activities of the participants who are being observed (option (3)). This explains why option (1) is incorrect and it also implies that the reason for the researcher's presence **is** known to the group being observed. This is why option (4) is also incorrect.

The Hawthorne effect (option (2)) could take place, but it is not a prerequisite to distinguish between overt and covert observations. (If you feel unsure about the meaning of the Hawthorne effect, revise page 114, in study unit 4.)

### QUESTION 8

Which method would you use to determine whether the questionnaire, used in the following scenario, is reliable?

You have compiled a questionnaire which you want to use to determine the opinions of members of your local community about the closing down of a local police station.

You draw your sample by selecting every 3rd person that visits the police station. You would use the.....method.

- (1) intercoder
- (2) concurrent
- (3) test-retest
- (4) split-half

### 8 Option (4) is the key

This was a more difficult item, because you were required to understand the differences between the intercoder, the concurrent, the test-retest and the split-half methods of testing the reliability and validity of a questionnaire.

The fact that the scenario in this item specifies that you draw your sample by selecting every 3rd person that visits the police station, has a direct effect on selecting the method that could be applied in practice. As a result option (3), the

test-retest method, cannot be applied, because you do not have access to the same group of respondents at different times.

Intercoder reliability (option (1)) does not apply to testing the reliability of a questionnaire. Please revise the study guide, page 192, for examples, in which this type of reliability test is applied. Option (2) also served as a red herring because it refers to measuring the validity (not reliability) and, in addition, it requires a researcher to administer the measuring instrument at approximately the same time.

Option (4), the split-half method, is therefore the only method that could be applied in the scenario. In other words, the questionnaire is split into two halves (A and B), with each half scored separately. In so doing, respondents 1, 3, 5, 7 etcetera would be given questionnaire A and respondents 2, 4, 6, 8, etcetera would be given questionnaire B. The reliability is estimated according to the correlation between the scores of the two halves.

### QUESTION 9

A doctor notices that some of his patients who received an injection against flu still get ill. Which statistic would provide him with a helpful summary of this trend?

- (1) percentage
- (2) cumulative frequency
- (3) class interval
- (4) tally

### 9 Option (1) is the key

The class interval (option (3)) and a tally (option (4)) are not statistics but form part of the process of obtaining the frequency and cumulative frequency. Although the cumulative frequency (option (2)) is a descriptive statistic, it specifies the number of cases below a certain value and it is not relevant to this example. A percentage on the other hand can be used to indicate how many out of every 100 people who received a flu injection, could be expected to still get flu. Option (1) is therefore the key.

You need to study the sections on frequency distributions and percentages on pages 223–233 in the study guide.

**QUESTION 10**

Mean is to central tendency as.....is to variability.

- (1) median
- (2) typical value
- (3) standard deviation
- (4) spread

**10 Option (3) is the key**

A score that is central to a distribution and that can therefore be used to summarise the distribution is called a measure of central tendency. This score can be called a typical value and the mode, median and mean are all measures of central tendency. Option (1) is therefore incorrect as the median is a measure of central tendency and not of variability and option (2) is incorrect as the typical value describes central tendency.

The degree to which scores in a sample differ from each other, that is, how spread out they are, is called the variability of scores. The range, variance and standard deviation are all measures of variability. Option (3) is the key because as the mean is a measure of central tendency, so is the standard deviation a measure of variability. Option (4) is incorrect because "the spread of scores" are just another way of saying "the variability of scores".

Measures of central tendency and of variability are discussed on pages 224–226 in the study guide.

**QUESTION 11**

Which is not a measure of variability?

- (1) range
- (2) standard deviation
- (3) median
- (4) variance

**11 Option (3) is the key**

Variability refers to the extent to which the scores in the sample differ from each other and how far they deviate from the central value. On pages 227–229, the range (option (1)), variance (option (4)), and standard deviation (option (2)) are given as measures of variability. The median (option (3)), however, is a measure used to summarise the sample of scores, that is a measure of central tendency.

**QUESTION 12**

A researcher finds the following correlation coefficients between income, intelligence and education. Which correlation coefficient indicates the strongest linear relation among the variables?

income and intelligence: +0,35  
income and education: +0,40  
intelligence and education: +0,45

- (1) +0,35
- (2) +0,40
- (3) +0,45
- (4) not enough information is provided

**12 Option (3) is the key**

A correlation coefficient with a value close to 1 (be it +1 or -1) describes a strong linear relationship. Option (3) is the key as 0,45 is closer to 1 than 0,40 which in turn is closer to 1 than 0,35.

Relationships are discussed on pages 229–231 in the study guide.

**QUESTION 13**

Which statement is the most correct with regard to qualitative data?

- (1) Interpretive social scientists only use qualitative data.
- (2) Positivists never use qualitative data.
- (3) Formalised research techniques yield qualitative data.
- (4) Qualitative data are most suited to the idiographic approach.
- (5) Qualitative data are coded in the same way as quantitative data.

**13 Option (4) is the key**

To answer this question you have to identify the statement which correctly describes qualitative data. Qualitative data and its coding are described in sections 9.2 and 9.4 of the study guide.

Option (1) suggests that interpretative social scientists **only** use qualitative data. Although there is a strong affinity between interpretative social scientists and an idiographic strategy to research, which implies the use of qualitative data, the



relationship is not as exclusive as this statement suggests. Interpretative social scientists can use quantitative data in conjunction with qualitative data. Triangulation is discussed in study unit 3 (page 91). Hence, option (1) is incorrect.

Option (2) suggests that positivists **never** use qualitative data. Although there is a strong affinity between positivism and a nomothetic strategy, which implies the use of quantitative data, it is not an exclusive relationship. Cases when positivists may rely on qualitative research and data are described on page 236 of the study guide. It should be noted that positivists use qualitative data differently than other approaches. Option (2) is therefore incorrect.

Option (3) suggests that formalised research techniques yield qualitative data. This is incorrect. Structured and formalised techniques are linked to the generation of quantitative data as is pointed out on page 235 of the study guide.

Option (4) suggests that qualitative data is idiographic. An idiographic strategy emphasises the unique or particular characteristics of the phenomenon studied. With its unstructured nature and emphasis on both meaningfulness and understanding, qualitative research is suitable for generating an idiographic explanation. Although qualitative data can be used as part of a nomothetic strategy, like when it is used by positivists, this does not detract from its suitability and affinity to an idiographic strategy. Option (4) is therefore correct.

Option (5) suggests that there are no differences between qualitative and quantitative coding of data. This statement is incorrect, because qualitative coding is less standardised and less predetermined than quantitative coding.

#### QUESTION 14

The case study is used in qualitative research because it

- (1) facilitates the coding of data
- (2) provides a comprehensive description
- (3) enables generalisation on the broader social context
- (4) can be conducted quickly

**14 Option (2) is the key**

You have to identify a reason why qualitative researchers use a case study. A case study enables comprehensive description of what is being studied.

Option (2) is correct. Let us consider why the other options are incorrect.

Case studies provide a holistic overview of a phenomenon and are therefore not oriented towards facilitating the coding of data. Option (1) is incorrect. In describing characteristics of qualitative research it is pointed out that coding develops throughout the research process.

Given the characteristics of a case study, it is not really suitable for generalisation. Option (3) is incorrect. With a case study the emphasis is more on understanding and description than on determining trends.

Although no specific time frame is given for case studies, a comprehensive study is time consuming as the excerpts from Van der Waal (1992) describing his research in a rural settlement in the study guide suggest. Option (4) is therefore incorrect.

**QUESTION 15**

When a researcher orders what he or she sees in a setting by putting these observations in context, this is known as

- (1) reconstructed logic
- (2) logic in practice
- (3) a first-order interpretation
- (4) a second-order interpretation
- (5) a third-order interpretation

**15 Option (4) is the key**

You have to match the correct option to the description of a researcher's actions provided in the stem of the question.

Options (1) and (2) refer to the logic associated respectively with quantitative and qualitative research (see page 239 of the study guide). The description in the stem does not refer to the way the research process is generally structured. Both options can be excluded as possible answers.

Options (3), (4) and (5) respectively refer to different orders of interpretation. These orders of interpretation are described on pages 238–239 of the study guide.

The stem describes a researcher's interpretation of observations. A first-order interpretation refers to the direct interpretations of participants. Option (3), first-order interpretation, can be eliminated as an answer.

You should recognise similarity between the description of a second-order interpretation in the study guide and the actions described in the stem of the question. Option (4) is the correct answer.

A reading of the definition of third-order interpretation (option (5)) confirms the decision made above. The actions described in the stem do not suggest determining general theoretical contributions of the research. Option (4) is therefore the correct answer to this question.

### **QUESTION 16**

In qualitative research coding categories are

- (1) systematically developed beforehand
- (2) developed as research progresses
- (3) only developed once the data has been collected
- (4) used to quantify the data
- (5) always numerical

#### **16 Option (2) is the key**

You have to identify the statement correctly describing a characteristic of coding categories in qualitative research. The general discussion of qualitative data provided in section 9.2 of the study guide (see pages 238–240) describes the context in which coding in qualitative research occurs. Coding in qualitative research is discussed in section 9.4 of the study guide (see pages 242–246).

Option (1) is incorrect. Qualitative researchers criticize the use of predetermined coding categories. They develop coding categories during the research process, following a grounded approach to research.

Option (2) is correct. Qualitative research is inductive. Coding categories emerge and are refined during the research process.

Option (3) is incorrect. Qualitative research is premised on logic in practice, which resists a linear and compartmentalized notion of research. This implies that coding categories emerge during the collection of data and are refined during the process of analysis.

Options (4) and (5) equate coding to enumeration and quantification. This is incorrect.

Qualitative researchers are more interested in description and establishing the meaningfulness of phenomena.

### QUESTION 17

The introduction to a research report should ☐

- (1) set out the goals of the research and your point of departure
- (2) provide an outline indicating directions for future research
- (3) contain a brief summary of the essential findings of the research
- (4) consolidate the research by reflecting on the data gathered

### 17 Option (1) is the key

Although the introduction to a research report provides an outline, this is not for future research (option (2)). Suggestions for future research forms part of the section on interpretation and the discussion. A summary of essential findings (option (3)) is given in the abstract and the conclusion. Consolidation and reflection on the data gathered (option (4)) form part of the discussion. This leaves option (1)) as the key. When writing the introduction to a research report, your aim is to gain your reader's attention. You can achieve this by providing some information about the purpose, or goals, of the research you are reporting on. You also use the introduction to establish your point of view on the topic being researched.

**QUESTION 18**

The purpose of including the literature review in a research report is to establish the status quo regarding understanding of your research problem. This statement is

- (1) true, because the literature review defines the limits of the framework for your research
- (2) true, because the literature review provides a summary of the sources you intend using in your research
- (3) false, because the literature review has a limited role in determining the credibility of the research
- (4) false, because the research question is evaluated in the literature review

**18 Option (1) is the key**

The purpose of a literature review is to summarise work already done in your field of study, thus providing a conceptual framework from which you can design your own research plan (see your study guide, page 62). This makes option (1) the key.

**QUESTION 19**

Which one of the following statements is **true**?

- (1) The discussion section of the report should relate present findings to previous studies.
- (2) The literature review should be reported in an appendix labeled "references".
- (3) The results section should contain only tables and graphs, and not a description of the data.
- (4) Researchers should not report on the results to prevent misrepresentation of the findings.

**19 Option (1) is the key**

In this question you had to identify the option which is true. Option (1) is true as the purpose of the discussion section is to establish if your findings are in line with current thinking.

Option (2) is false as the literature review is not reported in an appendix but is given early in the report as part of defining the problem.

Option (3) is false as a discussion of findings in the results sections can contain a mix of tables and graphs together with a description.

Option (4) is false as the statement is nonsensical. The purpose of writing a research report is, *inter alia*, to communicate scientific data and ideas to others.

### QUESTION 20

Researchers need to report their research accurately to allow for increased reliability of the research.

This statement is

- (1) true, because the accurate description of concepts and measurements increases the reliability of the research
- (2) true, because increased reliability results in a clearer understanding of the research
- (3) false, because an accurate report allows for a higher degree of validity if the measurement is repeated
- (4) false, because an accurate report should provide enough information to replicate the study

### 20 Option (1) is the key

This was a particularly difficult question to answer as the central aspect to resolving this question lies with your understanding of the concept of reliability. Reliability basically refers to the technique used for gathering data. If that technique was used again the idea is that it should produce the same, or similar, data. Please refer to section 7.6.3 in the Study Guide for a discussion of reliability.

The best way to approach such a question is through a process of eliminating the various options until you are left with what must be correction option.

We can begin by eliminating option (3) as it refers to validity which relates to *what* we measure whereas reliability concerns *how* we measure data.

Next we can eliminate option (2) as incorrect since we cannot make the assumption that a clear understanding of research comes from an increased reliability.

This leaves us with options (1) and (4). Here the common feature between the stem and options (1) and (4) is the word "accurate". We can define "accurate" as putting together with great care; providing a good idea of the truth and can be used as a reliable guide for action. In the case of research that action would be to repeat the collection of the data in such a way that the data produces the same results.

In order to do this we need an accurate description of the concepts and measurements we used (option 1) and our report of the research should contain sufficient information to allow someone else to repeat the research (option (4)). But what makes option (1) correct is that the reason is prefixed with “true” while option (4) is incorrect because the reason is prefixed with “false”.

**ASSIGNMENTS & ANSWERS – 2009 – Assignment 3****QUESTION 1**

Norms for the scientific community contain the following:

- (1) universalism and organised skepticism
- (2) universalism and neutrality as to the possible popularity or unpopularity of research results
- (3) communalism and honesty
- (4) all the above

**1 Option (4) is the key**

Option (4) is correct as the norms for the scientific community includes all the norms characteristics as indicated under options (1), (2) and (3). By choosing just one of the alternative options is an exclusive choice.

**QUESTION 2**

In order for research to be regarded as scientific it must

- (a) entail observation and measurement
  - (b) formulate assumptions and hypothesis
  - (c) have a language of presentation that can only be understood by fellow researchers
- 
- (1) (a)
  - (2) (a) (b)
  - (3) (c)

**2 Option (2) is the key**

Option (2) is correct because it addresses the essential elements of scientific research.

Option (1) is incorrect because observation and measurement makes no sense if it is not guided by an assumption or hypothesis with regards to the possible interaction or causal relationship between the observations and measurements.

Option (3) is incorrect because scientific knowledge is not necessarily reserved for a selected group of scientists. Especially in the social and behavioural sciences the consumer of knowledge is often the proverbial man in the street that stands to benefit from knowledge that is reported in understandable language.



**QUESTION 3**

To which one of the following approaches to research does this description refer?

An approach which emphasises uncovering the social constraints that hinder the emancipation of people, is the.....approach.

- (1) positivist
- (2) interpretivist
- (3) critical
- (4) feminist
- (5) postmodernist

**3 Option (3) is the key**

Critical theory is discussed on pages 28–31 of the study guide. The last paragraph before Activity 1.12 on page 31 tells you why option (3) is correct. The aim of critical theory is to free people from class, race and gender structures that oppress them. The critical approach contributes to this emancipation by uncovering those structures which would otherwise not be apparent. Once people become aware of these, they can respond appropriately.

**QUESTION 4**

Which one of the following statements is the best example of an hypothesis?

- (1) More women than men register to study in the social sciences
- (2) Alienation is a consequence of powerlessness
- (3) Religiousness equals the frequency of church attendance
- (4) The higher the level of education, the more liberal the political outlook
- (5) The level of maturity depends on age

**4 Option (4) is the key**

The hypothesis is discussed from pages 65–67 in the study guide. You are given examples of hypotheses in this section and the question asks you to identify the statement which provides the “best example”. This implies the statement which provides the most comprehensive example of a hypothesis. In assessing the options, you have to ask yourself whether the minimum requirements for a hypothesis are met: Are two or more variables related to each other and is the statement testable? You can also ask whether the relationship between the variables is specified. If this is done, it suggests a more comprehensive hypothesis.

The statement in option (1) suggests a research finding (the result of a measurement), rather than a hypothesis. This statement is a factual report, not a tentative statement suggesting a relationship between variables.

The statement in option (2) suggests an explanation for a phenomenon. It links two concepts and can be formulated as a hypothesis, but it is not testable because concepts such as "alienation" and "powerlessness need to be operationalised.

The statement in option (3) operationalises a concept. It does not explore the relationship between variables.

The statement in option (4) links two variables to each other and specifies the direction of the relationship between these two variables (a positive one). This hypothesis is formulated comprehensively.

The statement in option (5) proposes a relationship between two variables. However, "level of maturity" is vague. Is maturity being referred to in a biological or emotional sense? It may also be argued that the two variables are not adequately separated from each other, and that the statement is circular.

On balance, then, option (4) provides the best example of a hypothesis.

## QUESTION 5

Exploratory research is done to

- (1) describe phenomena
- (2) explain phenomena
- (3) determine causality
- (4) investigate a new field

### 5 Option (4) is the key

Exploratory research is done when a certain field or topic in the social sciences is investigated. Option (4) is therefore correct.

Option (1) refers to descriptive research and option (2) to explanatory research. To determine causality is not specifically linked to exploratory research where new phenomena are explored. Option (3) is therefore also incorrect.

**QUESTION 6**

Which of the following is **not** a characteristic of quantitative research?

- (1) a holistic approach to persons
- (2) precise definition of variables being studied
- (3) prediction and control of phenomena
- (4) theories containing causal models

**6 Option (1) is the key**

Option (1) is **not** a characteristic of quantitative research, but of qualitative research. Qualitative research studies people holistically within unique and meaningful situations and interactions, and all the elements within the particular context are taken into account (option(1)).

Quantitative research aims to provide an explanation of phenomena, and more structured and controlled methods are used in this process (including the aspects referred to in options (2), (3) and (4)).

**QUESTION 7**

Select any **two** factors that can impose a risk on subjects' right to privacy, when conducting research.

- (a) the sensitivity of the topic being researched
- (b) the researcher's language preference
- (c) the place where the research is conducted
- (d) the publication of the findings
- (e) obtaining prior informed consent

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (e) (a)

**7 Option (3) is the key**

This item deals with factors that can impose a risk on subjects' right to privacy, when conducting research. The researcher's language preference, such as German or isiZulu (option (b)) does not impose such a risk. Nor does obtaining prior consent (option (e)), because you, as the researcher, could always obtain consent afterwards, by conducting a debriefing interview.

In contrast, the other three options **can** impose a risk, namely: the sensitivity of the topic being researched (a); the place where the research is conducted (option (c)) and the publication of the findings (option (d)).

As only (option (c)) and (option (d)) were given as combined options, this explains why option (3) is the key.

When you have to answer a multiple-choice item that contains a combination of alphabetical options or subsections you should **first** concentrate on selecting those **alphabetical** options that apply, or which are correct.

Taking this item as an example, you first have to decide which of (a), (b), (c), (d), and/or (e) **are** factors that impose a risk to subjects' right to privacy.

|                                                 |   |
|-------------------------------------------------|---|
| (a) the sensitivity of the topic being research | ✓ |
| (b) the researchers' language preference        | ✗ |
| (c) the place where the research is conducted   | ✓ |
| (d) the publication of the findings             | ✓ |
| (e) obtaining prior informed consent            | ✗ |

Once you have selected the correct alphabetical options, it becomes much easier to identify the key.

In other words:

- Option (1) **(a)** (b) — incorrect because of (b)
- Option (2) (b) **(c)** — incorrect because of (b)
- Option (3) **(c) (d)** — **the key**
- Option (4) (e) **(a)** — incorrect because of (e)

If you experienced any difficulty in identifying these factors, you should revise pages 111–115 in the study guide.

**QUESTION 8**

Which ethical requirement is being met if we treat respondents in an interview equally?

- (1) freedom from harm
- (2) justice
- (3) informed consent
- (4) anonymity

**8 Option (2) is the key**

When a researcher is able to identify a particular person's responses, but undertakes not to do so publicly, is an example of ensuring freedom from harm (option (1)). However, the principle mentioned in the stem, addresses specifically the treatment of respondents in an equal manner and does **not** deal with obtaining informed consent (option (3)), the anonymity (option (4)) of the respondents, or the principle of freedom from harm (option (1)).

By treating respondents equally, the researcher is meeting the ethical requirement of justice (option (2)). This principle would not be met, for example, if the researcher conducts a structured interview with some respondents and an **un**structured interview with other respondents. Although no harm is brought to the different respondents, by using different measuring instruments (structured versus unstructured interviews) the researcher minimises the internal validity of the research, which threatens the scientific goal of the generalisation of findings.

Ethical considerations when conducting social research include issues such as, behavioural norms, human rights, the different research approaches applied, as well as your role as a professional researcher. Four situational factors that guide the processes and procedures you would use, when conducting research, are as follows:

- your intentions for undertaking research
- the goal of the research study
- the means or methods you would use to collect the data
- the consequences or effects of the research

This multiple-choice item is therefore concerned with the means or methods you would use to collect the data, and whether justice as an ethical requirement is being met.

**QUESTION 9**

Which of the following threats to internal validity is associated with a lack of random assignment?

- (1) maturation
- (2) history
- (3) instrumentation
- (4) selection

**9 Option (4) is the key**

Option (4) is the key, as a lack of random assignment could lead to selection bias. According to the definitions of the threats to the internal validity of a study on pages 132–145 in the study guide, selection of subjects to be assigned to groups could bias the study if there are important, unsuspected differences between the subjects in each group. Random assignment of subjects to the groups ensures that every subject has an equal change of being assigned to any group, and that the groups will be equivalent as far as all possible variables are concerned, except the independent variable.

From the definitions of maturation, history and instrumentation you will see that options (1), (2) and (3) are incorrect.

**QUESTION 10**

Select the design described in the following scenario.

A psychologist evaluates the success of a newly developed treatment for depression, using behaviour therapy as a control condition. After an evaluation of the nature and degree of depression, he randomly assigns clients to the new treatment and the behaviour therapy. Treatment is continued for three months before doing another evaluation

- (1) pre-experimental
- (2) posttest only control group
- (3) quasi-experimental
- (4) pretest-posttest control group

**10 Option (4) is the key**

If you study the section on true experimental designs on pages 128–131, you will see that this study has the characteristics of a true experimental design. There is

manipulation of treatment in that the psychologist administers two types of treatments namely, the newly developed treatment for depression and the behaviour therapy. There was also random assignment of the subjects to the treatment conditions. Options (1) and (3) are therefore incorrect. To decide between the types of true experimental designs you have to determine if there was measurement before and after the 'treatment' (option (4)) or only after the 'treatment' (option (2)). In this study the psychologist evaluated the nature and degree of depression before treatment and again three months later. Option (4) is therefore the key.

### QUESTION 11

A sample of 100 student records is randomly selected from all the student records at University X during 2009 in order to determine the frequency of recording of student enquiries. This is an example of.....sampling.

- (1) simple random
- (2) stratified random
- (3) systematic
- (4) convenience

#### 11 Option (1) is the key

The sample in this scenario is drawn from a known population with existing records. The researcher randomly selects 100 student records from the total population. In simple random sampling a complete list of the population is necessary. Numbers are allocated to the elements that are then selected through, for example, the fishbowl technique or by using a random number table.

Options (2), (3) and (4) are incorrect because of the specific sampling procedures that are to be followed in stratified random sampling, systematic sampling and convenience sampling. These techniques are also explained on pages 155–158 of the study guide.

### QUESTION 12

A researcher wishes to study individuals suffering from agoraphobia (fear of open spaces). The researcher places an advertisement in the newspaper asking for participants. A total of 50 replies are received, of which the researcher randomly selects 30. Only 15 participants actually turn up for their appointment.

The problem with drawing a representative sample of participants with clinical conditions such as agoraphobia is that

- (a) the participants who consent to participate may be unrepresentative of the target population
- (b) no sampling strategies are appropriate for this research
- (c) no complete lists of sufferers' names are usually available
- (d) the sample size is not an acceptable size for a representative sample

- (1) (a) (b) (c) (d)
- (2) (a) (b) (d)
- (3) (a) (c)
- (4) (b) (d)
- (5) (c) (d)

### 12 Option (3) is the key

To ensure that a sample that is drawn, represents the population, two important factors have to be considered namely, the similarity or dissimilarity of the population and the degree of precision with which the population is specified. To adhere to these factors, the researcher needs a complete list of elements that meet the criteria of the population in order to define the total population. There is however, not a complete list of individuals suffering from agoraphobia (option (c) is thus correct). The participants who consent to participate may therefore be unrepresentative of the total population of agoraphobics (option (a) is thus correct). The researcher used a random sampling technique to select 30 participants (therefore option (b) is incorrect). The sample size is acceptable as only a total of 50 individuals (meaning the total population is 50) suffering from agoraphobia responded to the advertisement (therefore option (d) is incorrect).



**QUESTION 13**

The item below is to be used in a self-administered questionnaire. However, it contains problems which should be avoided.

We should not be critical of the police services' new action plan against crime.

The above item is problematic because it

- (a) is double-barrelled
- (b) contains loaded language
- (c) is a negative statement
- (d) contains a vague agent of action

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (d)

**13 Option (3) is the key**

This item deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you were not required to answer the questionnaire item. You were required to critically evaluate the statement and to identify the reason why it should be avoided.

This item is a good example in which you could have considered why the following statement is problematic (before considering the options):

*We should not be critical of the police services' new action plan against crime.*

When you have to answer a multiple-choice item that contains a combination of alphabetical options or subsections (such as in this item, as well as items 2, 7, 12 and 18) you should **first** concentrate on selecting those **alphabetical** options that apply, or which are correct.

Taking this item as an example, you first have to decide which of (a), (b), (c) and/or (d) **are** reasons why this statement in a questionnaire is problematic.

|                                      |   |
|--------------------------------------|---|
| (a) is double-barrelled              | ✗ |
| (b) contains loaded language         | ✗ |
| (c) is a negative statement          | ✓ |
| (d) contains a vague agent of action | ✓ |

Once you have selected the correct alphabetical options, it becomes much easier to identify the key.

In other words:

- Option (1): (a) (b) — incorrect, because of both (a) and (b)
- Option (2): (b) **(c)** — incorrect, because of (b)
- Option (3): **(c) (d)** — **the key**
- Option (4): (a) **(d)** — incorrect, because of (a)

The reasons why options (1), (2) and (4) are incorrect, are as follows:

- option (1): incorrect because the words “and”, and “or” are **not** found in the statement (alphabetical option (a)) and the item does not contain loaded language (alphabetical option (b))
- option (2): incorrect because the statement does **not** contain loaded language (option (b))
- option (4): incorrect because it is not a double-barrelled statement (option (a))

The reasons why option (3) is the key, are as follows:

- (c) *We should **not** be* is a negative statement that must be avoided in case the respondent misreads the “not”. For example, if a respondent was to respond by stating “yes”, you as a researcher will not know whether the respondent is saying:

*Yes, I agree that we should*

versus:

*Yes, I agree that we should not*

- “We” is a vague agent of action

By using a process of elimination, as we have done above, it becomes easier to conclude that option (3) is the key.

**QUESTION 14**

You are a teacher who wants to investigate learners' daily access to the mass communication media. Which one of the following open-ended statements would be the most appropriate statement to include in a questionnaire?

Please indicate in the space provided.....on a daily basis.

- (1) all the mass communication media to which you have access
- (2) whether you have access to a newspaper and radio broadcasts
- (3) whether your parents have access to radio and television broadcasts
- (4) whether you have access to television broadcasts and films

**14 Option (1) is the key**

In order to make the correct choice in this item, you were required to understand the difference between an **open** statement (or question) and a **closed-ended** statement or question. Please revise the study guide (pages 178–179) in this regard and ensure that you understand why one would use **open** statements or questions.

In this item you are a teacher who wants to investigate learners' daily access to the mass communication media. Options (2), (3) and (4) start with the phrases: "*whether you have access to*" or "*whether your parents have access to*". In response to any question or statement which asks "*whether you have access to*" one would expect respondents to answer either "yes", "no" or "sometimes". The latter is an example of a statement or question that consists of a fixed number of answers, which is a typical characteristic of a **closed-ended** question or statement. Other examples of such closed-ended questions or items are found in the study guide, in section 7.5.4 and especially in section 7.6.2.

In contrast, option (1) extends the following open invitation to respondents: "*Please indicate in the space provided all the mass communication media to which you have access on a daily basis*". Such an open statement encourages respondents to list all the media and it therefore does not restrict respondents to a fixed number of options. The purpose of this particular open statement is twofold. First, we as researchers might be unsure of the type of responses we may obtain. Secondly, it also serves as a test to determine whether learners know what is meant by "mass communication media".

**QUESTION 15**

Study table 1 and indicate which graphic presentation would best represent the data in this table.

**Table 1: Examination results for history**

pass 170  
fail 30

- (1) bar chart
- (2) histogram
- (3) polygon
- (4) scatter plot

**15 Option (1) is the key**

In this example there are two categories, namely pass and fail, and for each category the frequency or number of students in that category is given. A bar chart is used to represent frequencies for categorical variables and option (1) is therefore correct. The use of the histogram (option (2)) is explained on page 217 of your study guide, the use of the polygon (option (3)) on page 218 of your study guide, and the scatter plot (option (4)) has to do with relationships (discussed on pages 224–225 of the study guide).

**QUESTION 16**

Which measure(s) of central tendency is/are the smallest for the following set of data?

3      5      7      15      15

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**16 Option (2) is the key**

The mode in this set of data is 15, the median is 7 and the mean is 9. The median is therefore the smallest and option (2) is correct while options (1), (3) and (4) are incorrect. Measures of central tendency are discussed on pages 222–227 in the study guide.

**QUESTION 17**

In qualitative research *open coding* implies that

- (1) the links between the main categories already identified are determined
- (2) coding can occur at any phase in the research process
- (3) the codes are not standardised and pre-determined, but rather developed
- (4) coding is done deductively
- (5) it is the last phase in coding

**17 Option (3) is the key**

Open coding is described on pages 246–247 of the study guide. As this term suggests, the coding categories used can change over the course of time.

Option (1) is incorrect. The statement suggests that in open coding the categories used and their relationships are finalised. In contrast to this claim, open coding allows further development and refinement of categories.

Option (2) is incorrect. The statement suggests that coding occurs during all phases of the research process. Although open coding suggests an iterative process, where categories are developed and refined, open coding commences during the phase of data collection and not prior to it. During the phase of analysis and interpretation open coding is replaced eventually by axial and selective coding as analysis progresses.

Option (3) is correct. The statement suggests that in open coding, codes are not standardised or predetermined. The development of codes reflects the inductive nature of qualitative research.

Option (4) is incorrect. The statement suggests that codes are determined deductively. Open coding fits into a grounded theory approach. Codes are generated from observations. This is an inductive process.

Option (5) is incorrect. As we said above, open coding is generally replaced by other forms of coding later in the research process.

**QUESTION 18**

Link the characteristics listed below to the strategy of research.

- (i) nomothetic
- (ii) idiographic

- (a) Identifying trends
- (b) Describing meaningfulness
- (c) Determining causality
- (d) Generalising
- (e) Emphasising uniqueness

- |              |          |          |          |          |
|--------------|----------|----------|----------|----------|
| (1) (a)=(i)  | (b)=(ii) | (c)=(i)  | (d)=(ii) | (e)=(i)  |
| (2) (a)=(ii) | (b)=(i)  | (c)=(ii) | (d)=(ii) | (e)=(i)  |
| (3) (a)=(i)  | (b)=(ii) | (c)=(i)  | (d)=(i)  | (e)=(ii) |
| (4) (a)=(ii) | (b)=(i)  | (c)=(ii) | (d)=(i)  | (e)=(ii) |
| (5) (a)=(i)  | (b)=(i)  | (c)=(ii) | (d)=(ii) | (e)=(i)  |

**18 Option (3) is the key**

You have to match each characteristic listed to a research strategy. The two strategies are described on pages 235–236 in the study guide.

Identifying trends (a) is a characteristic of a strategy which sets out to verify universal patterns. Determining such universal patterns relies on establishing causality (c) and generalising these findings (d). Characteristics (a), (c) and (d) are linked to the nomothetic strategy (i).

In contrast with this, an idiographic strategy specifies uniqueness (e). The uniqueness of a particular case becomes clear when the meaningfulness (b) of it is explored. Characteristics (b) and (e) are linked to the idiographic strategy (ii).

Based on the arguments offered above, option (3) (a)=(i), (b)=(ii), (c)=(i), (d)=(i), (e)=(ii) is the correct answer.

**QUESTION 19**

Which one of the following statements best represents the difference between the concepts "interpretation" and "discussion"?

- (1) In the section on interpretation we bring out the meaning by explaining what we found in our research, while the discussion is reserved for a justification of the research project in terms of the initial research problem.
- (2) The purpose of the discussion is to summarise the findings of the research by highlighting the key points, while the interpretation is reserved for emphasising the importance of what was found in the research work.
- (3) The interpretation is used to limit the findings of our research work within the framework of the literature review, while the discussion is used to provide a short summary of the research publication in databases.
- (4) In the section relating to interpretation we explain the meaning of our findings, while in the discussion we examine, through argumentation, the findings in terms of the supporting theory and initial research problem.

**19 Option (4) is the key**

There is a fine distinction between interpretation and discussion. However, discussion is considered to be a deeper discussion of the findings in terms of the supporting theory in order to answer the original research question.

Option (1) is incorrect as justification of the research project is discussed as part of the research problem. Option (2) is incorrect as the purpose of the discussion is not merely to summarise the findings, but rather to provide a deep understanding of the data gathered in terms of the supporting theory and research problem in order to explain what emerged from the research.

Option (3) is incorrect as we do not limit the interpretation to the framework provided by the literature review, but rather the method used to gather the data. The abstract provides a short summary of the research for publication in databases.

**QUESTION 20**

A literature review for a research report should

- (1) contain a detailed review of all previously published reports
- (2) contain a selective review of evidence pertinent to the current research project
- (3) be at least 5000 words
- (4) contain as many as possible quotations to make the literature review more clear

**20 Option (2) is the key**

The purpose of a literature review is to summarise work already done in your field of study, thus providing a conceptual framework from which you can design your own research plan (see your study guide, page 62). This makes option (2) the key. When writing the literature review it is impossible to identify **all** previously published reports (option (1)) and to review these in detail. There is no limitation on the number of words the literature review must contain (option (3)). The length of the literature review would be proportionate to the overall length of the report. If you look at the example of a literature review given in your study guide (pages 61–62), you will find there are no quotations (option (4)). Refer back to the comments on activity 2.17 in your study guide (pages 62–63) for more detail.



**ASSIGNMENTS & ANSWERS – 2010 (S1) – Assignment 1****QUESTION 1**

Which norm of the scientific community is trespassed in the following scenario?

A scientist, employed by a government medical research laboratory, discovers an agent that can drastically reduce the transmission of HIV from mother to unborn baby. He keeps his discovery a secret. The scientist resigns from the laboratory taking the formula for the agent with him for later personal financial gain.

- (1) trespassing communalism in science
- (2) lack of interest in the welfare of people
- (3) entrepreneurial vision in the present capitalistic dominated society
- (4) a lack of honesty in the scientific community

**1 Option (1) is the key**

Option (1) is the correct answer because being communalism implies that researchers will make their information known to the scientific community. It is precisely this norm of scientific commonality that leads to scientific progress which is made known inter alia in scientific journals and during conferences.

Option (2) is incorrect because the welfare of people is not the primary concern of the scientific community.

Option (3) is incorrect because it is not an offence to develop entrepreneurship amidst scientific enterprise.

Option (4) is incorrect because honesty is incorporated within the context of communalism in science. A lack of honesty refers to deliberate false reporting of results with the aim to mislead people.

**QUESTION 2**

All grade ten learners agree with their educator that the earth is round. This is an example of

- (1) tradition
- (2) authority
- (3) mysticism
- (4) common sense

**2 Option (2) is the key**

Option (2) is correct because the learners accept uncritically what an authority figure (the educator) tells them is the case.

Option (1) is incorrect because there is no reference to tradition in the stem of the question.

Option (3) is incorrect as there is no mention whatsoever to suggest any sort of mysticism in the question.

Option (4) is incorrect because there is no reference to common sense in the stem of the question.

**QUESTION 3**

To which one of the following approaches to research does this description refer?

An approach which emphasises uncovering the social constraints that hinder the emancipation of people, is the.....approach.

- (1) positivist
- (2) interpretivist
- (3) critical
- (4) feminist
- (5) postmodernist

**3 Option (3) is the key**

Critical theory is discussed on pages 28–32 of the study guide. The last paragraph on page 31 tells you why option (3) is correct. The aim of critical theory is to free people from class, race and gender structures that oppress them. The critical approach contributes to this emancipation by uncovering those structures which would otherwise not be apparent. Once people become aware of these, they can respond appropriately.

**QUESTION 4**

Which of the following statements are correct? According to interpretivists

- (a) social reality is inherently meaningful
- (b) the social sciences should not approach research in the same way as the natural sciences
- (c) social reality does not exist independently of the knower thereof
- (d) common sense provides useful insight into an understanding of social reality
- (e) it is standardised procedures that enable us to learn about social reality

- (1) (a) (b) (c) (d)
- (2) (a) (b) (c) (e)
- (3) (a) (b) (d) (e)
- (4) (a) (c) (d) (e)
- (5) (b) (c) (d) (e)

**4 Option (1) is the key**

The interpretivist approach is discussed in paragraph 1.7.2. Interpretivists believe that social reality is unlike natural reality, a human creation and inherently meaningful. It can therefore not be studied in the same way as natural reality. Therefore (a) and (b) are correct. Researchers are themselves, with others, involved in the creation of this reality, and consequently it does not exist independently of the knower (c). Common sense knowledge gives an indication of this meaning creation (d). Positivists, rather than interpretivists, emphasise standardised procedures, and thus (e) is incorrect.

**QUESTION 5**

Theory can influence research during

- (a) the choice of a research topic
- (b) the formulation of a research problem
- (c) conceptualisation and operationalisation
- (d) the collection of data
- (e) analysis and interpretation of data

- (1) (a) (b)
- (2) (b) (c)
- (3) (a) (b) (c)
- (4) (a) (b) (c) (e)
- (5) (a) (b) (c) (d) (e)

**5 Option (5) is the key**

To answer this question you have to identify the stages in the research process that can be influenced by theory. Activity 2.9, and sections 2.2.1, 2.2.2, 2.2.4, 2.3.1, 2.3.3 and 2.3.5 in the study guide, address the relationship between theory and research. Read the commentary below with the statements on page 19 of Tutorial Letter 101.

Statement (a) describes a stage in the research process that can be influenced by theory. The choice of a research topic can be justified by referring to its scientific significance. Scientific significance of research is often attributed to testing or developing theory.

Statement (b) describes a stage in the research process that can be influenced by theory.

Theory can generate a research problem, by suggesting questions to be pursued. Reading box 2.1 in the study guide provides such an example.

Statement (c) describes a stage in the research process that can be influenced by theory.

Theories provide key concepts which can be used to describe social reality. The assumptions underpinning theoretical concepts determine how such concepts are operationalised.

Statement (d) describes a stage in the research process that can be influenced by theory. The readings in Activity 2.1 and the example in reading box 2.1 illustrate how theory determines what data researchers seek, as well as the requirements such data need to meet.

Statement (e) describes a stage in the research process that can be influenced by theory. By interpreting data, theories play a key role in making sense of the data collected.

Option (5) is the answer to this question. Theory can play a role in all the stages of research identified by the statements provided. Activity 2.1 illustrates the central role theory plays in conducting research.

**QUESTION 6**

Based on his observations in the field Kotzé (1992:154) concludes that

“residential stability/instability or security/insecurity is closely associated with family membership”. *African studies* 51

The **scope** of theory suggested by this statement is an example of

- (1) empirical generalisation
- (2) middle range theory
- (3) theoretical framework
- (4) causality
- (5) ideology

**6 Option (1) is the key**

You were asked to identify the scope of theory in the excerpt. The scope of theory is discussed on pages 55–56 of the study guide. You have to determine the degree of abstraction and generalisability of the excerpt to choose the correct option.

A distinction is made between empirical generalisation, middle-range theory and theoretical frameworks. Since options (4) and (5) do not refer to gradations in the scope of theory, these options are not possible answers to the question.

The excerpt summarises the findings of a study in a particular community – a rural settlement in Gazankulu. This excludes option (3) as a possible answer. The excerpt does not provide an overarching theoretical framework.

An excerpt should organise empirical observations in a way that explains relations between the observations in more general terms to be considered an example of middle range theory (option (2)). If the excerpt offered an explanation of residential instability that applied to a number of cases, it would have been an example of middle range theory. In contrast, an excerpt should remain close to concrete information, whilst organising the data collected, in order to be an example of empirical generalisation (option (1)).

The excerpt charts a researcher’s empirical observation in a particular rural settlement. Claims are not made about contexts beyond this example, and no overarching explanation is offered of residential stability. Since the excerpt is more specific than general, it is an example of option (1).

**QUESTION 7**

In social science research induction is the process

- (a) whereby the researcher becomes familiar with a particular setting
- (b) through which theory is tested
- (c) whereby abstract concepts are made concrete variables
- (d) through which theory is built
- (e) through which general statements are derived from specific evidence

- (1) (a) (c)
- (2) (b) (c)
- (3) (c) (d)
- (4) (d) (e)
- (5) (b) (e)

**7 Option (4) is the key**

The process, induction, is described in section 2.2.4 of the study guide (see pages 56 and 57).

You have to identify the statements describing induction. Read the commentary below with the statements on page 20 of Tutorial Letter 101.

Statement (a) describes how researchers orientate themselves to a setting when they begin to conduct research. This is not the process of induction. Since option (1) lists statement (a), it can be excluded as a possible answer to this question.

Statement (b) implies a link between theory and research based on deductive reasoning (see page 56). Options (2) and (5), listing statement (b), can be excluded as possible answers to the question.

Statement (c) describes a deductive process. In testing theory, abstract concepts have to be operationalised into concrete variables (see page 64). Options (1), (2) and (3) list statement (c) and can be excluded as potential answers to the question.

Through the process of elimination above, option (4) remains the only possible answer to this question. Option (4) includes statements (d) and (e).

Statement (d) suggests that induction entails a process of theory building. According to statement (e) this occurs through deriving general statements from specific evidence. On page 57 of the study guide induction is described as the process through which the concrete and specific domain of research is linked to the abstract and general domain of theory. Statements (d) and (e) are correct and option (4) is the answer to this question.

## QUESTION 8

Which one of the following statements is the best example of a hypothesis?

- (1) More women than men register to study in the social sciences.
- (2) Alienation is a consequence of powerlessness.
- (3) Religiousness equals the frequency of church attendance.
- (4) The higher the level of education, the more liberal the political outlook.
- (5) The level of maturity depends on age.

### 8 Option (4) is the key

The hypothesis is discussed from pages 65 to 68 in the study guide. You are given examples of hypotheses in this section and the question asks you to identify the statement which provides the "best example". This implies the statement which provides the most comprehensive example of a hypothesis. In assessing the options, you have to ask yourself whether the minimum requirements for a hypothesis are met: Are two or more variables related to each other and is the statement testable? You can also ask whether the relationship between the variables are specified. If this is done, it suggests a more comprehensive hypothesis.

The statement in option (1) suggests a research finding (the result of a measurement), rather than a hypothesis. This statement is a factual report, not a tentative statement suggesting a relationship between variables.

The statement in option (2) suggests an explanation for a phenomenon. It links two variables and can be formulated as a hypothesis, but it does not specify a relationship between the variables.

The statement in option (3) operationalises a concept. It does not explore the relationship between variables.

The statement in option (4) links two variables to each other and specifies the direction of the relationship between these two variables (a positive one). This hypothesis is formulated comprehensively.

The statement in option (5) proposes a relationship between two variables. However, "level of maturity" is vague and is thus not properly operationalised. Is maturity being referred to in a biological or emotional sense? It may even be argued that the two variables are not adequately separated from each other.

On balance, then, option (4) provides the best example of a hypothesis.

### QUESTION 9

Basic knowledge ....., while applied knowledge...

- (a) has an impact on the problem area for a decade or longer; has solutions which are short-term in nature
- (b) looks at the social problem as a whole; looks only at the affected area of the social problem
- (c) mainly makes use of grounded theory; makes use of any theory or theories
- (d) creates the basis for the application of knowledge; is often not published and therefore not used

- (1) (a)
- (2) (a) (b)
- (3) (c) (d)
- (4) (a) (b) (c) (d)

### 9 Option (4) is the key

Because all the characteristics in (a) to (d) are correct, option (4) is the answer. Please note that the word 'knowledge' in the stem, could be replaced with the word 'research'. You are referred to pages 81–83 of the study guide for a discussion on basic and applied research.



**QUESTION 10**

The following types of research can be classified as longitudinal research:

- (a) panel studies
- (b) cohort studies
- (c) time-series research
- (d) case-study

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c) (d)
- (4) (a) (b) (c)

**10 Option (4) is the key**

In panel studies (option (a)) the same people or groups are investigated over various periods of time. In cohort research (option (b)) a certain category of people with the same life experiences which occurred over a period of time, is researched. In time-series research (option (c)) the researcher studies what happened to people over a period of time. Information is collected at a specific point in time, e.g. ten years after they were released from prison. Therefore, all three of these types of research mentioned in options (a), (b) and (c) can be classified as longitudinal research. Case studies differ from longitudinal research in that the former refers to studies where in-depth investigation is done into various characteristics of a small number of cases over a specific period of time.

**QUESTION 11**

A researcher intends to establish if there is a causal relationship between levels of atmospheric lead and learning deficits in children. The design most appropriate for investigating this is a/an.....research design.

- (1) descriptive
- (2) explanatory
- (3) exploratory
- (4) none of the above

**11 Option (2) is the key**

Explanatory research is aimed at gaining insight into a situation and to explain why a phenomenon took a specific course. In the given scenario, a relationship is sought between atmospheric lead and learning deficits. Option (2) is therefore correct.

Descriptive research is aimed at giving the specific details of a phenomenon. Exploratory research is done to explore a field in the social sciences on which no research has been done or of which mention has been made but which has not been addressed in a scientific manner. Options (1), (3) and (4) are therefore incorrect.

### QUESTION 12

Which of the following is **not** an example of qualitative field research?

- (1) A researcher studying nursing care in major hospitals spends a week working as a caregiver at Prince Henry's Hospital.
- (2) An anthropologist goes to live with a tribe in New Guinea to study their religious practices.
- (3) A speech therapist compares two different methods of treatment for stuttering children.
- (4) A physiotherapist student spends a day in a wheelchair and uses this experience to compile a report on some of the problems of the physically handicapped.

### 12 Option (3) is the key

The example used in option (3), is typical of a quantitative research study. Two different methods of treatment for stuttering children are compared. In qualitative research the researcher cannot use comparisons. The examples used in options (1), (2) and (4) are all studies where the researcher does his or her investigation in a more philosophical manner with the point of departure being man, within unique and meaningful human situations or interactions.

**QUESTION 13**

Identify **four** situational factors that apply when we make judgements about ethics in research.

- (a) the methods we use to collect data
- (b) the age of the subjects we observe
- (c) the goal of the research study
- (d) our intentions as researchers
- (e) the consequences of the research
- (f) the operational definitions of constructs

- (1) (a) (b) (c) (d)
- (2) (b) (c) (d) (e)
- (3) (c) (d) (e) (f)
- (4) (a) (c) (d) (e)

**13 Option (4) is the key**

Ethical considerations when conducting social research include issues, such as behavioural norms, human rights, the different research approaches applied, as well as your role as a professional researcher. Four situational factors that guide the processes and procedures you would use, when conducting research, are as follows:

- the **goal** of the research study (option (c))
- our **intentions** as researchers (option (d))
- the **methods** we use to collect data (option (a))
- the **consequences** of the research (option (e))

You will notice how these four factors relate to the beginning-middle-end stages of the research process, and if you did not know what is meant by “situational factors” then you should revise page 110 in the study guide.

Above comments point to the fact that options (b) and (f) were included as red herrings. (A *red herring* is a distraction or misleading clue, which is false or does not apply in a particular context.) Options (1), (2) and (3) are therefore incorrect because they include (b) and (f).

When you have to answer a multiple-choice item that contains a combination of alphabetical options or subsections (such as in the case of assignment 01, questions 5, 6, 7, 8 and 11; assignment 02, questions 1, 4, 13 and 16; plus assignment 03,

questions 5, 7 and 18) you should **first** concentrate on selecting those **alphabetical** options that apply, or which are correct.

Taking this item as an example, you first have to decide which of (a), (b), (c), (d), (e) and/or (f) are situational factors that apply when we make judgments about ethics in research

|                                               |   |
|-----------------------------------------------|---|
| (a) the methods we use to collect data        | ✓ |
| (b) the age of the subjects we observe        | ✗ |
| (c) the goal of the research study            | ✓ |
| (d) our intentions as researchers             | ✓ |
| (e) the consequences of the research          | ✓ |
| (f) the operational definitions of constructs | ✗ |

Once you have selected the correct alphabetical options, it becomes much easier to identify the key.

#### QUESTION 14

Which methodological aspect, that has ethical implications, is **ignored** in the following scenario?

The financiers of an old age home conduct a survey among the residents and make provision to obtain both direct and substitute consent prior to the survey. Some of the residents fear that their monthly rent would increase and as a result of this fear pretend to be very satisfied with the services.

- (1) voluntariness
- (2) competency
- (3) Hawthorne effect
- (4) universalism

#### 14 Option (3) is the key

In this scenario the research will have less internal validity because the residents of the old age home might respond to the questions in a way that they will not incriminate the financiers of the home. The reason for their behaviour can be ascribed to the fact that they know that they are being "researched". This is called the "Hawthorne

effect". Therefore option (3) is the correct answer. (Refer to the study guide, page 114, for more information about the Hawthorne effect.)

Option (1) is incorrect because this concept refers to the respondents' right to choose whether or not to participate in the research. In view of the fact that direct and substitute consent was obtained **prior** to the research, voluntary participation is not being ignored. Option (2) is also an incorrect answer as competency refers to the respondents' legal capacity. As respondents' prior consent was secured, their competency would have been addressed simultaneously. Option (4) is incorrect as universalism refers to a behavioural norm that requires that research be peer evaluated and is therefore not applicable to this scenario. (Refer to the study guide, page 110, for more information on universalism.)

### QUESTION 15

Which ethical issue is being addressed in the following scenario?

The moderator in a focus-group interview that deals with AIDS, uses an intimate approach by offering a personal anecdote, such as "The first time when I ever saw a condom ...".

- (1) potential embarrassment
- (2) Hawthorne effect
- (3) possible universalism
- (4) expected communality

### 15 Option (1) is the key

The easiest way to approach this item is by means of elimination. The four options listed in item 16 are behavioural norms used to regulate research. Option (2) is incorrect as the "Hawthorne effect" refers to respondents responding in an atypical manner because they know that they are part of a study. Option (3) is incorrect as universalism refers to a behavioural norm that requires that research be peer evaluated. Expected communality, option (4) is also incorrect as this norm compels researchers to share their research findings and to accurately report the methods, purpose, motives, and consequences of their findings.

It is clear that none of the above norms relate to the scenario given in item 16. Thus the correct answer is option (1) as the concept of "do no harm" includes the prevention of potential embarrassment for participants. "Do no harm" relates to the

behavioural norm namely, 'respect'. Respect as a behavioural norm requires researchers to protect participants' basic human and civil rights, and that participants should not be harmed in any possible way. By putting a participant in a potentially embarrassing situation, such as discussing condoms, could be causing harm.

### QUESTION 16

Which behavioural norm or principle relates to the researcher's **motives** for conducting a research study?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) disinterestedness

### 16 Option (4) is the key

Six behavioural norms are discussed in the study guide (pages 110–111). If you did not select option (4) as the key, we suggest that you revise the above mentioned pages because the norm or principle relates to the **motives** of the researcher.

The other three options are more related to the treatment of respondents or participants, namely voluntary participation; informed consent and freedom from harm.

### QUESTION 17

Read the following study and identify the intended scope of this study.

A researcher wants to find out what misconceptions primary school teachers in Gauteng have about child abuse. She decides to ask four groups of about seven primary school teachers from different schools to discuss a number of fictional case studies involving child abuse.

She plans to identify instances of common misconceptions using a coding scheme developed by a previous researcher to describe

- (1) the prevalence of child abuse in the South African community
- (2) an individual fictional case study of child abuse
- (3) misconceptions about child abuse among primary school teachers in Gauteng
- (4) misconceptions about child abuse in fictional case studies

**17 Option (3) is the key**

This study focuses on a particular topic, namely misconceptions about child abuse and a specific group, namely primary school teachers in Gauteng. The focus of the study defines the scope and option (3) is therefore the key.

Discussions of fictional case studies were used to obtain information but were not the focus of the study and options (2) and (4) are incorrect. It should also have been clear to you that option (1) is incorrect as no mention is made of gathering data on how much child abuse there is in the South African community.

Key issues relevant to qualitative research designs are discussed on pages 136–143 in the study guide.

**QUESTION 18**

Which threat to the internal validity of a study arises if an uncontrolled event that occurs during the study affects the dependent variable?

- (1) history
- (2) selection
- (3) regression effect
- (4) maturation

**18 Option (1) is the key**

According to the definitions of the threats to the internal validity of a study on pages 128–129 in the study guide, history refers to an event that is not related to the study (an uncontrolled event) that influences the dependent variable and therefore influences the outcome of the study. Given this description, option (1) is correct while option (2), option (3) and option (4) are incorrect.

**QUESTION 19**

Subjects are randomly assigned to experimental and control groups to ensure that the two groups

- (1) contain an equal number of subjects
- (2) consist of subjects with the same characteristics
- (3) include subjects who can be matched
- (4) do not differ systematically before the treatment is applied

**19 Option (4) is the key**

The reason why subjects would be randomly assigned to the experimental and control groups, is to control systematic differences between the groups, which could cause bias in the experiment (pages 132–133). The groups' sizes need not be equal (option (1)). While randomisation will imply that the groups would probably be similar, it does not mean they will be the same (option (2)). If you explicitly want them to be the same relative to some parameter(s), you would choose a stratified sample (page 158). Option (3) does not really make much sense – all subjects in the population have some chance of being in one or the other group, and no matching of subjects is implied.

**QUESTION 20**

Which one of the following factors does **not** play a role in designing a study?

- (1) paradigm of the researcher
- (2) data-analysis techniques
- (3) results of the study
- (4) purpose of the study

**20 Option (3) is the key**

The results are only available once the study has been completed and can therefore not affect the way in which the study is designed. All the other options may play a role in determining the way the study is designed.



**ASSIGNMENTS & ANSWERS – 2010 (S1) – Assignment 2****QUESTION 1**

Thirty lecturers are randomly sampled from a random sample of five universities.

This is an example of.....sampling.

- (1) simple random
- (2) systematic
- (3) quota
- (4) cluster

**1 Option (4) is the key**

In the scenario the researcher made use of random sampling. Revise this section in your study guide on page 156 (6.4.1). The population for this study was all the universities. It would have been expensive and time consuming to make a list of all lecturers in all universities. Five universities were then selected through a random sampling technique eg the lottery or fishbowl technique. From those five groups or clusters, the thirty elements were selected randomly. This is an example of cluster sampling. The sampling technique is explained on page 159 of your study guide.

Options (1) and (2) are incorrect because of the specific random sampling procedures that are to be followed in simple random sampling and systematic sampling. Quota sampling is a nonprobability sampling technique. These techniques are explained on pages 156–158 and 161–162 respectively.

**QUESTION 2**

A researcher used systematic sampling. The sample size was 200. The sampling interval was 250. The first element drawn was 196. The second element would therefore be

- (1) 396
- (2) 450
- (3) 446
- (4) none of the above

**2 Option (3) is the key**

In systematic sampling (also called interval sampling) every  $k$ th element is drawn from the population. In the scenario there are 200 elements in the sample. It does not mean that the elements in the sample are numbered from one to 200. This sample could have been drawn from a population of 20 000. Each element that was

selected will keep his/her number which was initially given to him/her. The sampling interval refers to the interval between the consecutive elements of a sample which in this case was 250. The first element was element number 196. The next or second element will then be an element that is 250 numbers further and therefore element number 446 ( $196+250=446$ ).

Options (1) and (2) are mathematically incorrect.

### QUESTION 3

In probability sampling, as the sample size increases, the

- (1) sample becomes more biased
- (2) sampling error decreases
- (3) validity of the investigation decreases
- (4) population becomes more accessible

#### 3 Option (2) is the key

In probability sampling, each element in the population has an equal chance of being selected into the sample, because the researcher wants a representative sample. The more elements in the sample the less the chance that a certain parameter or characteristic is not represented in that sample. In other words the larger the sample the more likely all parameters or characteristics of the population will be represented in the sample. Sampling error refers to the differences between population parameters and the sample statistics. If all the parameters are represented in the sample, the sampling error decreases. This means that as the sample size increases in probability sampling, the less errors will occur.

Option (1) is incorrect because there is less bias in probability sampling. Revise sampling bias in your study guide on page 154. Option (3) is incorrect because the larger the sample the more valid and accurate the study. Refer to your study guide pages 164–165. Option (4) is incorrect because the size of the sample will not make the population more accessible.

**QUESTION 4**

A researcher wishes to study individuals suffering from agoraphobia (fear of open spaces).

The researcher places an advertisement in the newspaper asking for participants. A total of 50 replies are received, of which the researcher randomly selects 30. Only 15 participants actually turn up for their appointment.

Which one of the following statements is true?

- (1) The final 15 participants are likely to be a representative sample of the 30 participants selected by the researcher.
- (2) The final 15 participants are likely to be a representative sample of the population of agoraphobics.
- (3) The randomly selected 30 participants are likely to be a representative sample of those agoraphobics who replied to the newspaper advertisement.
- (4) The 50 agoraphobics that replied are representative of the total population of agoraphobics in the circulation area of the newspaper.

**4 Option (3) is the key**

The total of 50 individuals who replied to the advertisement in the newspaper, form the accessible population (refer to page 150 in your study guide). A population contains all the variables of interest to the researcher. In this scenario the researcher then randomly selects 30 individuals to participate in the study. Because random sampling was done, all the variables of interest were included when selecting the sample and therefore resembles the population. The first option is incorrect because the researcher will not be able to determine whether the 15 participants who turned up, are representative of the 30 participants in the sample. The second option is also incorrect because the randomly selected sample consisted of 30 participants and not only the 15 who turned up. The comment on the first option then further applies to the second option as well. Because the researcher does not have a list of the entire population of agoraphobics in the circulation area of the newspaper, he or she cannot determine whether the 50 who replied (accessible population) are in fact representative of the entire population of agoraphobics. Option (4) is therefore not correct.

## QUESTION 5

The item below is to be used in a self-administered questionnaire. However it contains a problem which should be avoided.

What do you think of SABC1's news?  
(Answer in your own words, in the space provided below.)

The above item is problematic because of the following reason:

- (1) An open question is not appropriate here.
- (2) Options, such as a scale, must be used.
- (3) Only one logical answer can be given.
- (4) The question asked, is vague.

### 5 Option (4) is the key

This item deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you are not required to answer the question. You are required to critically evaluate the item and to identify the reason why it should be avoided.

In Tutorial Letter 101, page 54, you are encouraged to anticipate the answer before considering the options. This item is a good example in which you could have considered why the question

*What do you think of SABC1's news?* is problematic (before you consider the options).

The reasons why the first three options are incorrect, are as follows:

- option 1: incorrect because there is no reason why an open question can or should not be used to determine respondents' views — in other words an open question **can** be asked
- option 2: incorrect because it would be almost impossible to compile a scale (eg a 5- point scale) to accommodate many diverse views
- option 3: incorrect because it is **not** true that only one logical answer can be given — television viewers' opinions, needs and expectations do differ.

The reason why option (4) is the key, is because the question is extremely vague and as a result, respondents will not know whether they are being asked to express an opinion about the:

- type of news items included and/or
- video inserts that are broadcast and/or
- time at which the news is broadcast and/or
- presenters, including their appearance and clothing and/or
- extent to which the news is objective or bias

In addition to above possibilities, the question also does not clearly indicate whether respondents must comment on SABC1's news, by comparing it with other television channels.

A vague question must therefore be avoided, because it results in diverse and vague answers, which you (as a researcher) will find very difficult to code and interpret.

### QUESTION 6

Which level of measurement is being used in the following scenario?

A teacher who is responsible for Grade 1 learners wants to determine which of the new learners had previously attended Grade 0 classes. She prepares a questionnaire which parents fill in and asks the following question:

Did your child attend Grade 0 classes?

Yes

No

The level of measurement being used, is

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

### 6 Option (1) is the key

In order to answer this item you were required to know the four levels of measurement and specifically the meaning of the nominal level. When you study-read pages 171–173 in the study guide, and by applying a process of elimination, you could easily have deleted the last three options. The reasons are as follows:

Option (2) is wrong because the ordinal level of measurement would have asked the respondents to rank three or more categories in a certain order of importance.

Option (3) is wrong because an interval level of measurement is used to measure specific intervals of equal sizes on a measuring scale. Examples of variables that are measured by means of interval measurement scales, include the following: examination results recorded in percentages, calendar days, duration of television or radio programmes counted in seconds and minutes, and sizes of printed messages (such as newspapers) measured with a ruler.

Option (4) is wrong because a ratio level of measurement includes an absolute zero point for which provision is not made.

Option (1) (nominal level) of measurement is therefore the key because the choice between "yes" and "no" are categories which are discrete and mutually exclusive.

### QUESTION 7

Which method would you use to determine whether the questionnaire, used in the following scenario, is reliable?

You have compiled a questionnaire which you want to use to determine the opinions of members of your local community about the closing down of a local police station. You draw your sample by selecting every 3rd person that visits the police station.

You would use the.....method.

- (1) intercoder
- (2) concurrent
- (3) test-retest
- (4) split-half

### 7 Option (4) is the key

This was a more difficult item, because you were required to understand the differences between the intercoder, the concurrent, the test-retest and the split-half methods of testing the reliability and validity of a questionnaire.

The fact that the scenario in this item specifies that you draw your sample by selecting every 3<sup>rd</sup> person that visits the police station, has a direct effect on selecting

the method that could be applied in practice. As a result option (3), the test-retest method, cannot be applied, because you do not have access to the same group of respondents at different times.

Intercoder reliability (option (1)) does not apply to testing the reliability of a questionnaire. Please revise the study guide, page 195, for examples, in which this type of reliability test is applied. Option (2) also served as a red herring because it refers to measuring the validity (not reliability) and, in addition, it requires a researcher to administer the measuring instrument at approximately the same time.

Option (4), the split-half method, is therefore the only method that could be applied in the scenario. In other words, the questionnaire is split into two halves (A and B), with each half scored separately. In so doing, respondents 1, 3, 5, 7 etcetera would be given questionnaire A and respondents 2, 4, 6, 8, etcetera would be given questionnaire B. The reliability is estimated according to the correlation between the scores of the two halves.

## QUESTION 8

Ethnographic research occurs when

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effects takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

### 8 Option (3) is the key

In Tutorial Letter RSC201H/101, page 52, a distinction is made between a low-level question and a high-level question. This multiple-choice item is an example of a high-level question, because it tests your understanding of:

- the meaning of ethnographic research
- the recording devices used during ethnographic research
- the Hawthorne effect
- the different types of observations that can be conducted (in other words the different roles which a researcher can fulfil)

- the awareness or knowledge on the part of the group being observed (regarding the reason for a researcher's presence)

This item is also difficult because in order to focus your attention on the key, you had to reword or rethink what is really being stated in the stem:

*Ethnographic research occurs when...*

to read like something as follows:

*In order for ethnographic research to takes place, which one of the following options can be regarded as a prerequisite?*

Option (3) is the key because ethnographic research is characterised by the researcher becoming involved with the social and other activities of the group of participants being observed. The participants are therefore aware of the researcher's presence and reasons for his or her presence.

The above comments immediately cancel out options (1) and (4). In addition, option (2) is incorrect because ethnographic research is conducted irrespective of whether or not the Hawthorne effect takes place. (If you feel unsure about the meaning of the Hawthorne effect, revise page 114, in the study guide.)

## **QUESTION 9**

The procedures used to organise and summarise quantitative data are referred to as

- (1) generalisations
- (2) descriptive statistics
- (3) inferential statistics
- (4) coding

### **9 Option (2) is the key**

Descriptive statistics are used to organise and summarise quantitative data to help the researcher to identify underlying patterns in the data. That is why option (2) is the key.

Inferential statistics are used to make inferences about the population based on the data obtained for a sample. These inferences can also be called generalisations which means that a conclusion based on the results of a small group is accepted as



true (or not) for the larger population. Based on these descriptions you can see that options (1) and (3) are incorrect.

Coding is a technique used to assign numerals to the categories of a variable. The example given in your study guide is to code male as 1 and female as 2. Option (4) is therefore also incorrect.

You need to study the entire section on describing and interpreting quantitative data on pages 215–231 in the study guide to understand the concept of descriptive statistics.

### **QUESTION 10**

The midmost value in a sample of scores, or the value which is higher than half of the scores and lower than the other half, is called the

- (1) central tendency
- (2) mode
- (3) median
- (4) mean

#### **10 Option (3) is the key**

This description fits the definition of the median (option (3)) given on page 225. This is one of three measures of central tendency discussed in the study guide. The other two are the mode and the mean.

### **QUESTION 11**

The measure of variability that squares the deviations from the mean and then averages them is called the

- (1) variance
- (2) spread
- (3) standard deviation
- (4) range

#### **11 Option (1) is the key**

The method for calculating variance is given on page 228 of the study guide and from this you will see why option (1) is the key and options (2), (3) and (4) are incorrect.

**QUESTION 12**

Which best describes the frequency distribution of the age of readers of a financial magazine?

- (1) The total of all ages divided by the number of readers
- (2) The standard deviation indicating the spread of the age distribution
- (3) A table of the number of readers aged 18, 19, etcetera
- (4) A graph of the ages of readers arranged from young to old

**12 Option (3) is the key**

A frequency distribution is a count of the number of cases that fall into each of a number of categories (as explained on pages 217–220 of the study guide). The first two options are statistics that summarise information, and option (4) is a graphic representation.

**QUESTION 13**

Which of the following statements refer to the nature of qualitative research?

- (a) Any research about persons' lives, their lived experiences, emotions and feelings.
- (b) Any type of research that produces findings not arrived at by statistical procedures.
- (c) Any type of research that produces findings not arrived at by any means of quantification.
- (d) Any type of research that facilitates discovery by giving a voice to the people and their experiences being studied.

- (1) (a) (b)
- (2) (c) (d)
- (3) (a) (b) (c)
- (4) (a) (b) (c) (d)

**13 Option (4) is the key**

Options (a) to (d) refer to the nature of qualitative research. In support Strauss and Corbin (1998:10–11) state that, qualitative research means any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, emotions and feelings as well as about organizational functioning, social movements, cultural phenomena and interactions between nations. For Ezzy (2002:31), qualitative

research methods aim to facilitate the discovery or the hearing the voice of other, or people, or experience being studied.

### QUESTION 14

Which of the following statements fit the task description of qualitative researchers?

- (a) Qualitative researchers aim to understand and interpret how the various participants in a specific social setting construct and interpret the world around them.
- (b) Qualitative researchers aim to give privilege to the perspectives of the research participants.
- (c) Qualitative researchers concern themselves with the question whether participants' perspectives have been authentically represented in the research process and the interpretations made from the information gathered.
- (d) Qualitative researchers concern themselves with whether the findings are consistent in the sense that they "fit" the data and the social context from which they were derived.

(1) (a) (b)

(2) (c) (d)

(3) (a) (c) (d)

(4) (a) (b) (c) (d)

### 14 Option (4) is the key

All the options stated fit the task descriptions of qualitative researchers: Glesne and Peskin (in Leedy 1997:106) note that qualitative researchers view their task as coming to understand and interpret how the various participants in a social setting construct the world around them. Fossey, Harvey, McDermott and Davidson (2002:723) add on and state that qualitative research aims to give privilege to the perspectives of the research participants and to "...illuminate the subjective meaning, action and context of those being researched." Fundamental to qualitative research is whether participants' perspectives have been authentically represented in the research process and the interpretations made from the information gathered (primarily through interviewing and observation). Furthermore, whether the findings are consistent in the sense that they "fit" the data and the social context from which they were derived (Hoepfl 1997:52; Fossey et al 2002:726).

**QUESTION 15**

In practice, when is it justifiable for the researcher to commence with analysing qualitative data?

- (a) when the researcher gets tired
- (b) when the research participants get tired
- (c) when data saturation becomes noticeable
- (d) when multiple interviews have been conducted and/or observations have been made and patterns and themes start recurring, or no new information emerges

- (1) (a)
- (2) (b)
- (3) (c) (d)
- (4) (b) (d)

**15 Option (3) is the key**

Options (a) and (b) is incorrect, while options (c) and (d) are justifiable for when the researcher can commence with the analysis of data. **In practice, we find that data analysis only occurs when data saturation becomes noticeable.** In other words, when multiple interviews have been conducted and/or observations have been made and patterns and themes start recurring, or no new information emerges, the data are then said to have achieved "saturation" (Fossey, Harvey, McDermott & Davidson 2002:726; Donalek & Soldwisch 2004:356).

**QUESTION 16**

What pointers should you as a qualitative researcher keep in mind when reading through the transcription of interviews conducted?

- (a) If the transcripts are too extensive, do not attempt to read them all at once.
- (b) When your mind starts to wander or you become impatient or start feeling uninterested, it is time to pause.
- (c) Refrain from starting to read the transcripts from the beginning of the document. When you start out you are in peak form. If you always confine this energy to the first section of your data, you are more likely to exclude or overlook valuable information from later sections. Reading the last third of the interview before the first portion, is one technique that may help you to shed new light on each interview.

- (1) (a) (c)
- (2) (b)
- (3) (c)
- (4) (a) (b) (c)

**16 Option (4) is the key**

All the options provided are correct and refer to pointers to be kept in mind when reading through all the transcriptions:

- If the transcripts are too extensive, do not attempt to read them all at once.
- When your mind starts to wander or you become impatient or start feeling uninterested, it is time to pause.

Refrain from reading the transcripts from the beginning of the document. When you start out you are in peak form. If you always confine this energy to the first section of your data, you are more likely to exclude or overlook valuable information from later sections. Reading the last third of the interview before the first portion is one technique that may help you to shed new light on each interview (Tutty et al 1996:98).

**QUESTIONS 17 TO 20 RELATE TO THE FOLLOWING REPORT:****Why women shoppers can't help acting on impulse***Sunday Times* Reporter: London

SCIENTISTS claim to have identified the impulses which make women shoppers spend money on unplanned purchases.

As reported in the British press, the scientists' research is the "first to show the unconscious workings of consumers' minds" and was commissioned by some of the world's largest corporations. Companies such as Procter & Gamble, Coca-Cola and General Motors sponsored the study in the belief that it would help them create products, shops and advertising that consumers would find irresistible. "We are lighting up the shadows of the mind and showing what happens when consumers make decisions," says Professor Gerald Zaltman of Harvard Business School, where the research was carried out. Zaltman believes he has proved retailer's belief that shoppers choose what to buy almost subconsciously.

However, market researchers ask questions which get responses only from the conscious mind.

This, says Zaltman, is why consumer surveys are so often inaccurate: "When it comes to shopping, what people say and think is very different from what they actually do. There are unconscious processes at work.

Using something called "positron emission topography", Zaltman and Harvard psychology professor Stephen Kosslyn claim to have discovered some of these processes.

"Women were exposed to mock-ups of a variety of retail environments", according to a report on their research. When confronted with a deliberately off-putting sales pitch, the subjects recorded "a rapid surge of blood to the right prefrontal cortex — an area linked to the 'fight-or-flight' reaction".

By contrast, "a positive sales environment", such as helpful salesroom staff, showed increased blood flows "to the left prefrontal cortex and visual cortex, where activity is linked to heightened pleasure".

As a result of their research, the professors have reportedly built up a detailed picture of shoppers' reactions to a wide variety of shop types and can pinpoint when a customer is likely to make a purchase or leave the shop.

The research is also reported to have been used by General Motors to design its showrooms in the US. Sales at those showrooms which incorporated the researcher's findings have reportedly increased by 30 percent.

(*Sunday Times*, 15 August 1999:1)

**QUESTION 17**

The problem under investigation in this research report can be described as

- (1) understanding the subconscious workings of consumers' minds
- (2) showing the differences between men and women shoppers
- (3) helping large corporations improve sales of their products
- (4) determining the accuracy of consumer surveys

**17 Option (3) is the key**

As there is no clear statement of the problem given in the report, we have to infer the problem from what is said. A clue is provided in the final paragraph which states that General Motors, a sponsor of the study found that "sales at those showrooms which incorporated the researcher's findings, have reportedly increased by 30 percent." This points directly to option (3).

Option (1) is wrong because it is a belief, or assumption. Option (2) can be eliminated because the differences between men and women shoppers are not discussed in the report. Option (4) relates to data collection and can therefore also be eliminated as representative of the problem under investigation.

### QUESTION 18

The first paragraph of the report describes the

- (1) sample on which the research was based
- (2) hypothesis that was subjected to testing
- (3) tentative findings from the research
- (4) existing research documented in literature

#### 18 Option (3) is the key

A sample (option (1)) can be explained as part of a whole. As we are not told what the part is, nor what the whole is, in the first paragraph option (1) cannot be the correct option. Sampling is described in more detail in study unit 6.

A hypothesis (option (2)) is a statement that establishes a possible relationship between variables. No such relationship is established in the first paragraph, which means that option (2) is not the correct option. Hypotheses are discussed on pages 65–66 in study unit 2.

The purpose of a literature review (option (4)) is to establish a conceptual framework within which the research is located. In other words, the literature review establishes what has already been said about the topic. This is not indicated in the first paragraph, which eliminates option (4) as the correct option. The literature review is discussed on pages 60–63 of study unit 2.

By a process of elimination this leaves option (3) as the correct option, that is, a summary of the main findings. Newspaper reports of research usually always begin with a summary of the findings.

**QUESTION 19**

The findings of the reported research can be summarised as follows:

- (1) Women experience a greater surge of blood than men to the right prefrontal cortex when shopping impulsively.
- (2) Market research is generally an inaccurate indication of shopping trends because of limited responses.
- (3) Increased blood flow to parts of the brain can influence consumers' reactions to certain store environments.
- (4) A wide variety of shop types and sales pitches are likely to influence shoppers into making purchases.

**19 Option (3) is the key**

We can eliminate option (1) as a description of the findings because the article refers only to women and excludes men. Option (2) is a criticism of market research and therefore cannot be considered as a finding. Option (4) is incorrect because the research established "shoppers' reactions to a wide variety of shop types" in order to determine which shop type would encourage shoppers to make a purchase. The article states clearly that "*a positive sales environment, such as helpful salesroom staff, showed increased blood flows to the left prefrontal cortex and visual cortex where activity is linked to heightened pleasure*". This points to option (3) as the correct option.

**QUESTION 20**

The type of research reported in the article represents.....research.

- (1) applied
- (2) consumer
- (3) market
- (4) action

**20 Option (1) is the key**

The type of research reported in the article represents applied research (option (1)). Applied research is commissioned and focusses on a specific problem in order to provide a solution that can be applied to a particular problem. In the article it is reported that the research "was commissioned by some of the world's largest corporations" who wanted to increase sales.

Applied research is discussed in section 3.2.2 of study unit 3.



Action research (option (4)) is a sub-section of applied research, but is directly related to political realities or policy-making research. As the reported research deals with neither of these aspects, it cannot be considered as action research, making option (4) incorrect. Market research (option (3)) is the study of consumers' needs and preferences. As this is not the purpose of the reported research, option (3) is therefore incorrect. Consumer research (option (2)) is just another term for market research.

**ASSIGNMENTS & ANSWERS – 2010 (S2) – Assignment 1****QUESTION 1**

A person explains to the researcher that it has always been so in the community that women are responsible for preparing meals at home. This is an example of

- (1) tradition
- (2) authority
- (3) mysticism
- (4) media myths

**1 Option (1) is the key**

In the study guide we connect tradition to a culture that contains accepted knowledge of the world and which is inherited. If it is the culturally accepted understanding that women have always been responsible for cooking, this is the tradition of that community. Option (1) is therefore correct.

**QUESTION 2**

"As a researcher I look for evidence that support the pattern in data I want to demonstrate". Which potential error in human inquiry is applicable in this statement?

- (1) inaccurate observation
- (2) overgeneralisation
- (3) selective observation
- (4) ego involvement
- (5) premature closure

**2 Option (3) is the key**

Option (3) is correct because the researcher is looking for particular cases to support his assumptions or tentative findings. He is therefore selective in his research. Option (1) is incorrect because the researcher, despite his possible subjectivity and possible bias, is not necessarily making inaccurate observations. Option (2) is not applicable as the researcher not necessarily is looking for generalisations when he goes about his research selectively. Option (4) is not applicable as there is no information to suggest that the researchers' own pride or self worth is at stake. Option (5) is not applicable as there is no evidence to suggest that the researcher stopped prematurely.

**QUESTION 3**

Identify the ontological question.

- (1) In what way can social scientists know social reality?

- (2) Are there subjective choices in the selection of a research problem?
- (3) Is human behaviour predominantly unpredictable and arbitrary?
- (4) Can social scientists in their quest for answers to questions be truly unbiased?
- (5) Can social scientists obtain objective knowledge on phenomena?

### 3 Option (3) is the key

To answer this question you have to identify the statement that poses an ontological question.

In section 1.6 you are introduced to the distinction between ontology and epistemology. If you had difficulty in answering this question reread pages 16–19 of the study guide. Ontological questions deal with the assumptions that are made about the nature (characteristics) of the subject matter that is studied. In contrast, epistemological questions deal with assumptions that are made about the nature (characteristics) of knowledge. In the context of research, this implies the question of what the nature (characteristics) of scientific knowledge is. To put this distinction differently: Ontology deals with theories of reality and the subject matter studied and epistemology deals with theories of knowledge (how we know). Remember that ontological and epistemological questions are closely related to each other. Therefore, read these questions carefully when applying your knowledge.

The question in option (1) asks how social scientists can know social reality in a particular way. This is concerned with the nature of knowledge and is an epistemological question. Option (1) is therefore incorrect.

The question in option (2) asks whether subjectivity affects the selection of the research problem. This is an epistemological question. Option (2) is therefore incorrect.

The question in option (3) asks what the nature/characteristics of human behaviour is. Such a question concerns social reality and can be the subject matter of research. It is an ontological question and option (3) is therefore the correct answer to this multiple-choice item in the assignment.

The question in option (4) asks whether researchers can be truly unbiased. This question concerns the nature of their knowledge and is therefore an epistemological question. Option (4) is therefore incorrect.

The question in option (5) asks whether objective knowledge can be obtained. Like option (4) it is concerned with the nature of knowledge and is therefore an epistemological question. Option (5) is therefore incorrect.

#### QUESTION 4

Read the following excerpt and identify the approach to the social sciences that best reflects what the **new age of scholarship** possibly refers to.

In *Texts of identity*, Shotter and Gergen (1989:x) argue that there is “a **new age of scholarship**, one marked by a far greater charity towards disparate voices, sharpened by a sensitivity to the processes by which knowledge claims are made and justified”.

The approach to the social sciences that best reflects the **new age of scholarship**, is

- (1) positivism
- (2) interpretivism
- (3) critical social science
- (4) postmodernism
- (5) feminist research

#### 4 Option (4) is the key

The approach described in the excerpt is postmodernism. In the study guide we say that postmodernism celebrates the diversity of discourses on social reality and believes that all discourses are ultimately culturally constituted, with none being able to claim the final truth.

This fits in with the excerpt where it refers to “charity towards disparate voices” or contradictory points of view. The “voices” are contained in opposing discourses or theoretical frameworks, which postmodernists believe should be given an equal chance to grow.

The quote on sensitivity to the processes by which knowledge claims are made is consistent with the belief that discourses are culturally constituted (as is the knowledge claims these discourses make) and the doubts that any knowledge claim can arrive at the final truth.

#### QUESTION 5

Theory can influence research during

- (a) the choice of a research topic
- (b) the formulation of a research problem

- (c) conceptualisation and operationalisation
  - (d) the collection of data
  - (e) analysis and interpretation of data
- (1) (a) (b)
  - (2) (b) (c)
  - (3) (a) (b) (c)
  - (4) (a) (b) (c) (e)
  - (5) (a) (b) (c) (d) (e)

### 5 Option (5) is the key

To answer this question you have to identify the stages in the research process that can be influenced by theory. Activity 2.1, and sections 2.2.1, 2.2.4 and 2.3 in the study guide, address the relationship between theory and research.

Statement (a) describes a stage in the research process that can be influenced by theory. The choice of a research topic can be justified by referring to its scientific significance. Scientific significance of research is often attributed to testing or developing theory.

Statement (b) describes a stage in the research process that can be influenced by theory. Theory can generate a research problem, by suggesting questions to be pursued. Reading box 2.1 in the study guide provides such an example.

Statement (c) describes a stage in the research process that can be influenced by theory. Theories provide key concepts which can be used to describe social reality. The assumptions underpinning theoretical concepts determine how such concepts are operationalised. See for example reading box 2.2, in which we show the impact of redefining GDP.

Statement (d) describes a stage in the research process that can be influenced by theory. The example in reading box 2.1 illustrates how theory determines what data researchers seek, as well as the requirements such data need to meet.

Statement (e) describes a stage in the research process that can be influenced by theory. By interpreting data, theories play a key role in making sense of the data collected.

Option (5) is the answer to this question. Theory can play a role in all the stages of research identified by the statements provided.

### QUESTION 6

Consider the following concepts: mortality, morbidity and epidemiology. These concepts can be linked to one of the concepts below to form a concept cluster.

- (1) health
- (2) group
- (3) intelligence
- (4) communication
- (5) gender
- (6)

#### 6 Option (1) is the key

This question requires you to apply logic. You need to identify the concept that is best linked to the concepts mentioned in the stem. The way in which concepts are linked to describe a phenomenon is illustrated in section 2.2.2 in the study guide.

Mortality (the number of deaths in a given period), morbidity (the frequency of illness), epidemiology (the study of the spreading of disease) and fertility (the number of births in a given period) can all be linked to notion of health (as a variable). The first option is therefore correct. Although some of the concepts in the stem can be linked to other options, none of these other options can be linked logically all the concepts mentioned in the stem.

### QUESTION 7

Read the following hypothesis and identify the dependent variable.

Women are more in favour of birth control than men.

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

#### 7 Option (5) is the key

The distinction between a dependent and independent variable is described on page 66 of the study guide. You are asked to identify the dependent variable.

Options (1) and (2), respectively, refer to an attribute (value) of the variable gender. You can exclude these options as possible answers to the question.

Option (3) refers to gender. Gender is a variable. However, the value of this variable cannot be determined or influenced by an orientation towards birth control (see the comments on activity 2.8 in the study guide). You can exclude this option as a possible answer to the question.

Gender is an independent variable.

Option (4) refers to birth control. Birth control is not a variable in the example provided. What is being measured is the degree to which birth control is viewed favourably (or not), and not birth control itself.

Option (5) refers to the "attitude towards birth control". This is the dependent variable. The hypothesis suggests that the degree to which birth control is viewed favourably (or not) depends on other characteristics, such as gender. In this hypothesis a relationship is proposed between an attitude towards birth control and gender.

### QUESTION 8

A researcher studies "groupthink". She decides to refine this term by identifying its characteristics. This process is known as

- (1) dimensionalisation
- (2) conceptualisation
- (3) operationalisation
- (4) theorising
- (5) measurement

### 8 Option (2) is the key

To answer this question you do **not** need to define groupthink or know what it refers to. You should, however, recognise that groupthink is a concept. Social Psychologists use the concept groupthink to describe a situation where decision-making within a small group leads to an inappropriate decision being made. Some avoidable disasters or errors in military tactics, for instance, have been attributed to the phenomenon of groupthink.

In choosing an option, to answer the question, you have to decide what “refining the term” implies. You can exclude option (1) as an answer. ‘Dimensionalisation’ is not a term social scientists use to describe a process within research methodology.

The key role concepts play within the social sciences, is unpacked on pages 52 and 53 of the study guide. Social scientists need to identify and label a phenomenon to study it. The concept “groupthink” names what is being studied. Concepts vary in their degree of complexity and abstraction. Researchers use concepts to communicate ideas about phenomena they study to each other. In this regard they need to clarify the meaning of the concepts they use. The importance of conceptual clarity is emphasised on page 68 of the study guide. “Refining the term by identifying its characteristics” suggests describing what the concept encompasses. This implies conceptualisation. Option (2) is the correct answer.

Conceptualisation enables the parallel process of operationalisation. Operationalisation implies making the concept measurable. This can be done once all aspects of a concept have been unpacked. In this respect a researcher will specify indicators for the characteristics of a concept that are measurable. “Refining the term by identifying its characteristics”, does not yet indicate how it is made measurable or indeed measured. Therefore, you can exclude options (3) and (5) as answers.

Concepts are not building blocks of theory. Refining a concept describes a phenomena but does provide an explanation for it. You can exclude option (4), theorising, as an answer.

## QUESTION 9

A number of social scientists who had all worked at Unisa during the 1990s are selected as the respondents for a research project. This researcher is conducting ..... research.

- (1) cohort
- (2) time-series
- (3) case study
- (4) cross-sectional

### 9 Option (1) is the key

Cohort research is done by using a category of people who had the same experiences over a specific period in time. In other words, the category of people is



investigated as a whole in order to determine its most important characteristics. The emphasis is on cohort, or category, and not on the specific individual.

In time-series research (option (2)), the researcher studies what happened to people over a period of time. In case-study research (option (3)) the researcher tries to make an in-depth investigation into various characteristics of a small number of cases over a specific period of time. Cross-sectional research (option (4)) is used when all the information on a specific topic is collected at the same time and concentrates on the here and now.

### QUESTION 10

Research that involves a holistic investigation in a natural setting, is called..... research.

- (1) qualitative
- (2) structured
- (3) empirical
- (4) theoretical

### 10 Option (1) is the key

Research that involves a holistic investigation in a natural setting, is called qualitative research. The researcher tries to study all the elements that are present within that particular situation. The situation is studied as a whole in order to understand the realities involved. The researcher tries to understand the phenomenon within its social, cultural and historical context.

Structured research refers to research that aims at examining the generally accepted explanations of phenomena (see page 85 of your study guide). Empirical research refers to research that measures a phenomenon objectively. Theoretical research refers to research based on concepts that have proven theoretical relevance to the phenomenon that is being studied.

### QUESTION 11

The concept 'triangulation' means

- (1) research decisions are based on assumptions
- (2) repetition of research
- (3) the use of three techniques to analyse empirical data
- (4) the use of various measuring instruments for data collection

**11 Option (4) is the key**

Triangulation is used when researchers make use of various viewpoints or beacons from which to investigate the same topic/issue. Multiple methods are therefore used to **collect** data. Options (1), (2) and (3) are therefore incorrect.

**QUESTION 12**

The main characteristic of a quantitative approach is that it tends to be

- (1) structured and locally bound
- (2) unstructured and universal
- (3) flexible and valid
- (4) structured and controlled

**12 Option (4) is the key**

The main characteristic of a quantitative approach is that it tends to be structured and controlled. This approach aims at examining the generally accepted explanations of phenomena. The scope of this type of approach is larger and more universal in nature, and can also be defined accurately. Therefore, options (1), (2) and (3) are incorrect.

**QUESTION 13**

When you conduct an unstructured interview in a respondent's home

- (1) it minimises control over intervening variables
- (2) it will lead to a clash of interests or even conflict
- (3) the confidentiality of the reported responses cannot be protected
- (4) the respondent's privacy is protected by making notes

**13 Option (1) is the key**

Four different issues are addressed in the four options in this multiple-choice item. The first option deals with the control which you as a researcher have over the conditions (or setting) in which the interview is conducted. The second option deals with the possibility of a clash of interest or even conflict. The third option deals with confidentiality, whereas the fourth option deals with the privacy of the respondent.

Option (1) is the key, because when conducting an interview in someone's home, you (as a researcher) do not have full control of intervening variables, such as friends visiting unexpectedly, or having your interview interrupted by telephone calls, or even by food burning on the stove.

Option (2) is not correct, because it is unlikely that a clash of interests or conflict should arise, as you would have obtained informed consent from the respondent prior to the interview and the respondent should therefore be aware of the purpose and topic of the interview.

The confidentiality of responses **can** be protected, by not identifying the respondent in the reported findings. That is why option (3) is incorrect.

By making notes of responses, the researcher does not necessarily protect a respondent's privacy (respondents' identify can still be divulged when reporting the finding); which explains why option (4) is also incorrect.

### QUESTION 14

Which ethical issue is being addressed in the following scenario?

The participants in a focus-group interview are identified by wearing name tags with their first names.

- (1) legal competency
- (2) protection of privacy
- (3) organised skepticism
- (4) do no harm

#### 14 Option (2) is the key

Option (1) is wrong, because legal competency (or incompetency) is usually determined by the respondents' or participants' age and cognitive abilities. Age and cognitive abilities are not addressed in the item.

Option (3) is wrong, because organised skepticism applies to the researchers, who are required to be critical of their own and others' research and to be honest when they spot error, omissions and subjective bias. The latter requirements are not described in the item.

Option (4) could have been correct, if option (2) was not listed as an option. In other words, *do no harm* is correct, but it is brought about by the *protection of privacy*. As a result, option (2) is **more correct**, because the participants' privacy is protected in that they are identified only with reference to their first names.

**QUESTION 15**

Which ethical issue is **neglected** by using the following data-collection technique?

The management of a large firm suspects that one of the main reasons why customers are dissatisfied could be ascribed to the poor interpersonal communication skills on the part of employees. Unobtrusive cameras are installed at various points and unbeknown to them, conversations between employees and customers are recorded for a month.

- (1) time dimension
- (2) universalism
- (3) sampling
- (4) privacy

**15 Option (4) is the key**

Option (1) is wrong, because the time dimension (a month) is not an ethical issue.

Option (2) is wrong, because universalism is a norm that requires that our research must pass peer evaluation. Universalism is not described in the item. Option (3) is wrong, because no form of sampling is addressed in the item.

Option (4) is the key, because both the customers' and employees' privacy is neglected through the use of unobtrusive cameras to collect the data.

**QUESTION 16**

Which right of research participants applies when a researcher is able to identify a particular person's responses, but undertakes not to do so publicly?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) confidentiality

**16 Option (4) is the key**

The human rights of research participants include the following: not causing someone any harm; obtaining direct or substitute consent; ensuring that participants have the legal capacity to give consent; voluntary participation; avoiding deception; and ensuring participants' privacy, confidentiality and anonymity.

When a researcher is able to identify a particular person's responses, but undertakes not to do so publicly, **may** be an example of ensuring freedom from harm (option (3)). However, the principle mentioned in the stem, addresses specifically the protection of a person's anonymity and therefore confidentiality (option (4)), and does **not** deal with voluntary participation (option (1)), or informed consent (option (2)).

### QUESTION 17

The aim of a research design is to

- (1) lead to answers to our research questions
- (2) explain why something is happening
- (3) determine the value of the research
- (4) describe the observations that are made

#### 17 Option (1) is the key

We select a type of research that we believe would be most suitable in providing answers to our research questions. The persons or situations from which we are going to collect data, the type of data, and the manner in which it is to be collected should also be appropriate to the research question. Lastly, the way in which we will analyse the data should help us to answer the specific questions that we asked. All these aspects relate to the research design and option (1) is therefore the key.

The aim of the research might be to explain why something is happening or to describe what was observed. The research design, however, only refers to the planning phase – no results are available yet – therefore options (2) and (4) are incorrect. The value of the research cannot be fully determined before completion of the study. Option (3) is therefore also incorrect.

Research design and the research process are discussed on pages 124–126 in the study guide.

### QUESTION 18

Quasi-experimental designs differ from true experimental designs in that they do **not** include

- (1) an experimental and a control group
- (2) manipulation of the treatment conditions
- (3) random assignment of subjects to groups
- (4) a pretest and a posttest in the study

**18 Option (3) is the key**

The characteristics of a true experimental design (pages 131–133) are:

- manipulation of treatment conditions
- random assignment of the subjects to the treatment conditions or groups

A quasi-experimental design (pages 134–135) resembles a true experimental design in that the researcher wants to determine a cause-effect relationship. The term “quasi” is used when there are different treatment conditions but it is not possible to randomly assign subjects to certain conditions. An example would be Unisa students that attend tutorials and those that do not attend tutorials in a study on the influence of personal contact on performance.

A quasi-experimental design thus includes manipulation of the treatment conditions which results in different groups but subjects are not assigned randomly to the groups. Option (1) and option (2) are incorrect and option (3) is correct. As with true experimental designs, the quasi experimental design could include a pretest and a posttest or only a posttest and option (4) is therefore incorrect.

**QUESTION 19**

Read the following study and identify the intended outcome of the study.

A researcher asks a group of outpatients suffering from depression to keep a diary in which they write once a week. After three months the researcher analyses the content of the diaries to try and identify common themes. These findings are presented in a report to the staff at the hospital involved with these patients.

The intended outcome of the study is

- (1) the diaries of the patients
- (2) a report to the hospital on common themes
- (3) to obtain funds for the hospital
- (4) a “therapy through writing” program

**19 Option (2) is the key**

The eventual outcome of this process will be to produce a report on themes found in the diaries of the patients, not the diaries themselves (option (1)). The focus of the research is on the experiences of the patients, which will hopefully be reflected by

the themes found by analysing the diaries, so the diaries are just a means to an end. There is no reference in the description to obtaining funds (option (3)) or to this being a form of therapy (option (4)).

### QUESTION 20

When the effect of an independent variable on the dependent variable cannot be separated from the effect of another independent variable, it can be said that the

- (1) external validity is threatened
- (2) independent variables are related
- (3) internal validity is threatened
- (4) independent variables are confounding variables

### 20 Option (3) is the key

When another independent variable or variables may affect the influence of a particular independent variable on a dependent variable, the influence of that independent variable is difficult to determine, and the internal validity of the research is threatened (see pages 127–130 of the study guide). As for option (4), note that only those independent variables that threaten the interpretation of the research can properly be called *confounding variables*. It is not a general term for all the independent variables in such a case, as this option suggests.

**ASSIGNMENTS & ANSWERS – 2010 (S2) – Assignment 2****QUESTION 1**

A sample in which all elements in a population are numbered, and the sample is selected using a table of random numbers, is called a/an.....sample.

- (1) accidental
- (2) simple random
- (3) systematic
- (4) purposive

**1 Option (2) is the key**

In simple random sampling the researcher can draw up a random number table. Each element of the sampling frame then has a number and each number is written in the table in a random way. Each element of the sampling frame then has an equal chance of being included in the sample (see pages 156–157 of your study guide).

Accidental sampling (page 161 of your study guide), systematic sampling (pages 157–158 of your study guide) and purposive sampling (page 162 of your study guide) have different processes from that described in the item when selecting elements for a sample. Revise these sampling techniques as described in your study guide.

**QUESTION 2**

Which one of the following statements is true?

- (1) Ethically it is correct to have a large sample.
- (2) Data collection is more costly when the sample is bigger.
- (3) Where lived experiences of people are investigated, the sample must be large.
- (4) Experimental studies require larger samples than surveys.

**2 Option (2) is the key**

Data collection will be more costly when the sample size is large as it will have an impact on the number of data collection instruments, for example, number of copies of a questionnaire. It can also be costly in terms of time.

There are no ethical reasons for having a large sample (option (1) is incorrect). When lived experiences are investigated, one will do qualitative research. Generally, in qualitative research the sample size is normally smaller than in quantitative research. The sample size will, however, depend on the research purpose, the design, and the



size of the population (option (3) is incorrect). In a survey, a larger number of elements are included in the study than in experimental studies, because it is more feasible to mail a large number of questionnaires than it is to include elements in an experiment (option (4) is incorrect).

### QUESTION 3

A population that is subdivided into groups according to characteristics such as gender – males and females – and then sampled randomly, is called a.....sample.

- (1) quota
- (2) purposive
- (3) cluster
- (4) stratified

### 3 Option (4) is the key

In stratified sampling the population is divided into different groups or subgroups, so that each element of the population belongs to one and only one group or stratum. Random sampling is then done within each group or stratum. In stratified sampling, the elements belong to homogeneous strata, such as gender, age or ethnic group.

Quota sampling is a non-random sampling technique, but is otherwise similar to stratified sampling. Purposive sampling is when the researcher selects a sample that can be judged to be representative of the total population. This judgement is made on the basis of available information or the researcher's knowledge about the population. Cluster sampling differs from stratified sampling in that elements are grouped in heterogeneous clusters instead of homogeneous strata. Options (1), (2) and (3) are therefore incorrect.

### QUESTION 4

Suppose a researcher has decided to use a systematic sampling design for a research project. The known population size is 4 400 and the desired sample size 200.

If the first element selected is 112, what would be the second, third and fourth elements to be selected.

- (1) (1) 332    552    772
- (2) (2) 312    512    712
- (3) (3) 134    156    178
- (4) (4) 132    152    172

#### 4 Option (3) is the key

Systematic sampling involves drawing every  $i^{\text{th}}$  element from a population. This sampling technique works as follows:

- obtain a list of the total population (N)
- determine the sample size (n)
- determine the sampling interval (k) by dividing the size of the population by the size of the sample

$$k = \frac{N}{n}$$

In the given scenario  $N = 4\,400$  and  $n = 200$

$$k = \frac{4\,400}{200} = 22$$

Therefore, the sampling interval in the scenario is **22**. If the starting point is 112, then the next three elements would be  $112 + 22 = \mathbf{134}$ ,  $134 + 22 = \mathbf{156}$  and  $156 + 22 = \mathbf{178}$ . Option (3) is the correct choice.

#### QUESTION 5

The item below is to be used in a self-administered questionnaire. However it contains a problem which should be avoided.

Our practice of using projected benefit illustrations will remain in place until a more practical alternative is found.

Select one of the following options that corresponds with your opinion of the above statement:

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above item is problematic because of the following reason:

- (1) The scale used in the item is not appropriate.
- (2) The item contains a negative statement.

- (3) Reference is made to a vague agent of action.
- (4) The item contains a double-barrelled statement.

### 5 Option (3) is the key

An item (statement or question) in a **questionnaire** that contains the words “and”, or “or” represents a double-barrelled item. In other words, it contains two statements (or two questions) combined in one. As this item in the questionnaire does **not** contain a double-barreled statement, option (4) is wrong.

Options (1) and (2) are wrong because:

- the Likert scale is quite appropriate
- the item does not contain a negative statement

The reason why option (3) is the key, is because “*Our service...*” is a reference to a vague agent of action. Respondents will not know to whom reference is being made with “*Our*”.

This item also deals with statements or questions asked in a questionnaire that contain problems or mistakes that ought to be avoided. Please remember that you are not required to answer the question. You are required to critically evaluate the question and to identify the reason why it should be avoided.

In Tutorial Letter RSC201H/101, page 52, you are encouraged to anticipate the answer before considering the options. This item is a good example in which you could have considered why the item is problematic (before you considered the options).

### QUESTION 6

Which level of measurement is being used in the following scenario?

A survey is done to determine which Web sites men visit (such as news), compared to women (such as sites dealing with health issues). In an electronic questionnaire, Internet users are asked to identify their gender (male versus female).

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

## 6 Option (1) is the key

In order to answer this item you were required to know the four levels of measurement and specifically the meaning of a nominal level. When you study-read section 7.2.1 in the study guide, and by applying a process of elimination, you could easily have deleted the last three options. The reasons are as follows:

- Option (2) is wrong because the ordinal level of measurement would have asked the Internet users to rank three or more categories in a certain order of importance.
- Option (3) is wrong because an interval level of measurement is used to measure specific intervals of equal sizes on a measuring scale. Examples of variables that are measured by means of interval measurement scales, include the following: examination results recorded in percentages, calendar days, duration of television or radio programmes counted in seconds and minutes, and sizes of printed messages (such as newspapers) measured with a ruler.
- Option (4) is wrong because a ratio level of measurement includes an absolute zero point and in this item a distinction is being made with reference to gender (which cannot have *no gender* as an option).

Option (1) nominal level of measurement is therefore the key because the choice between *male* and *female* are categories which are discrete, mutually exclusive and exhaustive.

## QUESTION 7

You are planning to conduct a structured interview. In what chronological order would you undertake the activities listed?

- (a) Conduct a pilot test, using the equivalent-forms method to test the reliability of the interview schedule.
- (b) Compile a list of questions to be used in an interview schedule.
- (c) Determine the content validity of questions in the interview schedule.

- (1) (a) → (b) → (c)
- (2) (b) → (c) → (a)
- (3) (c) → (a) → (b)
- (4) (a) → (c) → (b)

## 7 Option (2) is the key

Many of our daily activities involve performing actions in a particular chronological order. For example, you would first collect dry wood and then light a fire (and not the other way around); or you would first gather the ingredients, before you start mixing them to bake a cake. You would, for example, not start mixing the ingredients for a cake and then go to the shop to buy baking powder.

Your planning to conduct a structured interview in a similar way means that you would have to perform certain actions in a chronological order.

- What has to occur first?  
Clearly the answer is found in option (b): *compiling a list of questions to be used in an interview schedule*.
- Do you then have to test the reliability, option (a), or the content validity, option (c), of the questions?  
As there is no prescribed or fixed answer to this question, it does not matter in which order the reliability or validity are tested, providing that such tests are undertaken.

The chronological order can therefore be:

(b) → (c) → (a)

or

(b) → (a) → (c)

As the second chronological order was **not** given as an option, it became easier for you to select the first chronological order (in option (2)).

Above is one way in which you could have reasoned in order to elect the key. You could, however, have used another reasoning procedure, by arguing that you **cannot** test the reliability or validity of questions if the questions have not already been compiled. If you used this reasoning process, then options (a) and (c) could have been deleted immediately as the **first** step, which means that you could have identified options (1), (3) and (4) as being **incorrect**, without wasting much time.

Our reference above to “wasting time” is particularly important when you are answering multiple-choice questions in the **examination**.

As you will be required to answer 60 multiple-choice items in the **examination**, which has a duration of 2 hours, you will be able to complete the examination only if you do not spend more than 2 minutes per item. As part of your **examination preparation**, you are not only encouraged to work through the multiple-choice items set for this assignment, as well as those set in the **Test yourself** sections of the study guide, but you should also do so with a clock handy.

For example, if you set yourself the task of answering 5 multiple-choice questions, check whether you are able to do so in a time limit of 10 minutes.

## QUESTION 8

Overt participant observation (in field research) occurs when

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

### 8 Option (3) is the key

In Tutorial Letter RSC201H/101, page 52, a distinction is made between a low-level question and a high-level question. This multiple-choice item is an example of a high-level question, because it tests your understanding of:

- the distinction between overt and covert observations
- different data-collection instruments used
- the effect of observations on participants

The stem of this item clearly refers to **overt participant observation**, which takes place when a researcher becomes involved with the activities of the participants who are being observed (option (3)). This explains why option (1) is incorrect and it also implies that the reason for the researcher's presence **is** known to the group being observed. This is why option (4) is also incorrect.

The Hawthorne effect (option (2)) could take place, but it is not a prerequisite to distinguish between overt and covert observations. (If you feel unsure about the meaning of the Hawthorne effect, revise section 4.3.2, in study unit 4.)

**QUESTION 9**

Which defines the mean of a set of scores?

- (1) That score which occurs most often.
- (2) The midmost value in a sample of scores.
- (3) The sum of all the scores divided by the number of scores.
- (4) The category that contains the most scores in a survey.

**9 Option (3) is the key**

Option (1) defines the mode, option (2) defines the median, option (3) (the key) defines the mean, and option (4) again relates to the mode. These measures of central tendency are discussed on pages 224–227 in the study guide.

**QUESTION 10**

Here is a set of data. Identify the mode in this set of data.

2      2      2      6      9      9

- (1) 2
- (2) 6
- (3) 9
- (4) 5

**10 Option (1) is the key**

The mode is the number in a sample of numbers that occurs with the greatest frequency. The number 2 in the set of data occurred three times, the number 6 occurred once and the number 9 occurred twice. Option (1) is therefore the key while options (2) and (3) are incorrect. You may have wondered why option (4) (also incorrect) was given. If you study the section on measures of central tendency on pages 224–227 in the study guide, you will see that 5 is the mean of this set of data.

**QUESTION 11**

The purpose of descriptive statistics is to

- (1) organise and summarise data
- (2) identify underlying patterns in data
- (3) evaluate the researcher's claims
- (4) determine all of the above

**11 Option (4) is the key**

Descriptive statistics are used to organise and summarise data (option (1)).

Descriptive statistics are also used to identify patterns in the data (option (2)), and as a guide to evaluating the claims made by the researcher (option (3)). Therefore, all these options are true (see page 215 in the study guide).

**QUESTION 12**

The income of all employees at a large banking group is represented in a grouped frequency table using class intervals with a range of R5 000 each. What type of graph would **best** display this frequency distribution?

- (1) histogram
- (2) polygon
- (3) bar chart
- (4) scatterplot

**12 Option (2) is the key**

The appropriate graphical representation of the data depends on the type of measurement that is to be represented, and in this case it is income; in other words, an amount of money. This is not a nominal scale measurement, where the numbers are used purely to indicate membership of a particular category, so a bar graph (option (3)) would not be appropriate. If the variable can only be expressed as whole numbers (for example, the number of children in a sample of households), then a histogram (option (1)) would have been appropriate. However, the type of measurement suggested in the scenario implies that real numbers are to be used (since an amount of money can be expressed as fractions of a Rand), so the best graphical representation of the distribution of the data is in the form of a polygon. Option (4) is irrelevant since a scatterplot is used to represent the relationship between two variables (see pages 221– 223 of the study guide).

**QUESTION 13**

According to the qualitative research literature, when does the researcher start thinking about the process of qualitative data analysis?

- (a) Data analysis routinely starts prior to the first interview.
- (b) The process of data analysis commences when the process of data collection begins
- (c) Data analysis takes place concurrently with data collection, data interpretation, and narrative report writing.



- (1) (a) (c)
- (2) (b)
- (3) (c)
- (4) (a) (b) (c)

### 13 Option (4) is the key

All the options are correct as qualitative research literature states that **data analysis is always an ongoing process that routinely starts prior to the first interview** (Compare Creswell 2009:184 and Rapley (in Seale, Gobo, Gubrium & Silverman 2004:27).) For example: Interest in a specific topic and thinking and reading about it might give one clues about the interviewees, the interviewing questions, the mode of data analysis and some tentative analytical themes. Streubert, Speziale and Carpenter (2007:46–47, 96) note that in qualitative research, **the process of data analysis commences when the process of data collection begins**. (Compare Corbin & Strauss 2008:57–58.) While conducting interviews or observations, researchers maintain and constantly review records to discover additional questions they need to ask or offer description of their findings. These questions or descriptions are embedded in observations and interviews. Ezzy (2002:60–61), concurs with the aforementioned and remarks that many texts on qualitative data analysis begin their discussion with what to do *after* data have been collected. He cautions that if data analysis only begins after the data have been collected, researchers will have missed many valuable opportunities that can be taken *only at the same time* as they are collecting their data. (This does not only ring true for when one uses the grounded theory as strategy of inquiry, but it also applies to most of the other designs that are interpretive, inductive and exploratory.) When engaging in the process of data analysis, whilst collecting data, the researcher might discover and notice unanticipated issues. However, if data analysis is left as an activity to perform after the completion of the data collection process, these issues will be overlooked. Therefore, issues and aspects not pursued during data collection cannot be pursued in any depth during the process of data analysis. Creswell (1994:153; 2009:184) is in support of the idea that data analysis will be conducted as an activity **concurrently with data collection, data interpretation, and narrative report writing**.

### QUESTION 14

Coding and analysis should not be confused with one another as they are not synonyms.

Coding is a central activity in qualitative data analysis. Which of the following descriptions provide clarity about what a “code” is?

- (a) Codes are tags or labels assigned to meaning units.
- (b) Codes are usually attached to chunks of varying-sized words, phrases, sentences or whole paragraphs.
- (c) A code is a short-hand method or way of identifying the theme/category in a transcription.
- (d) Codes typically take the form of strings of letters and/or symbols.

- (1) (a)
- (2) (b) (d)
- (3) (c)
- (4) (a) (b) (c) (d)

#### 14 Option (4) is the key

All the options provide clear descriptions of the concept "code": Codes are tags or labels assigned to meaning units (Neuman 2006:460). Codes usually are attached to chunks of varying-sized words, phrases, sentences or whole paragraphs (Basit 2003:144). According to Tutty et al 1996:105), a code is a short-hand method or way of identifying the theme/category in a transcription. Codes typically take the form of strings of letters and/symbols. Coding and analysis are not synonyms, though coding is a crucial aspect of analysis (Basit 2003:145).

#### QUESTION 15

Name the sources from where the category or theme names the qualitative researcher arrive at can be deduced from.

- (a) Category or theme names can come from the pool of concepts that researchers already have from their discipline and professional reading.
- (b) Category or theme names can be borrowed from the technical literature.
- (c) Category or theme names can be deduced from the words and/or phrases used by the participants themselves.
- (d) Category or theme names might even be deduced and formulated from the questions posed to the participants.

- (1) (a)
- (2) (b) (d)
- (3) (c)
- (4) (a) (b) (c) (d)

**15 Option (4) is the key**

Category or theme names can be derived from options (a) – (d) mentioned. Basit (2003:144) refers to Strauss and Corbin that state that category names or theme names can come from the pool of concepts that researchers already have from their discipline and professional reading, or borrowed from the technical literature, or are the words and phrases used by the informants themselves. Category and theme names might even be deduced and formulated from the questions posed to the participants.

**QUESTION 16**

Which of the following pointers should the qualitative researcher keep in mind when it comes to the inclusion of direct quotations from the transcribed interviews in the research report?

- (a) Quotations should be linked to the related text (i.e. theme/category and/or literature).
- (b) The context surrounding the quotations should be clarified.
- (c) The quotations should be given interpretation; otherwise the readers cannot understand why they are quoted.
- (d) The quotations should be relatively short in length, as long quotations are often vague in meaning.

- (1) (a) (c)
- (2) (b) (d)
- (3) (a) (b) (c)
- (4) (a) (b) (c) (d)

**16 Option (4) is the key**

All the options provided are pointers to be kept in mind when it comes to the inclusion of direct quotations from the transcribed interviews in the research report. In confirmation the following information is provided:

In scientifically sound and correct reports there is no place for unsubstantiated generalisations and all statements, arguments and deductions must be motivated and supported. As a means of support, data belonging to each theme/category must be incorporated as quotations in the section where the research findings are presented. Kvale (in Oka & Shaw 2000) proposes the following guidelines when including quotations from the transcripts in the research report:

- Quotations should be linked to the related text (i.e. theme/category and/or literature).
- The context of the quotations should be clarified.
- The quotations should be given interpretation; otherwise the readers cannot understand why they are quoted.
- A proper balance between quotations and text should be kept.
- The quotations should usually be relatively short in length, as long quotations are often vague in meaning.

## QUESTIONS 17 TO 20 RELATE TO THE FOLLOWING REPORT:

### Why women shoppers can't help acting on impulse

*Sunday Times* Reporter: London

SCIENTISTS claim to have identified the impulses which make women shoppers spend money on unplanned purchases.

As reported in the British press, the scientists' research is the "first to show the unconscious workings of consumers' minds" and was commissioned by some of the world's largest corporations. Companies such as Procter & Gamble, Coca-Cola and General Motors sponsored the study in the belief that it would help them create products, shops and advertising that consumers would find irresistible. "We are lighting up the shadows of the mind and showing what happens when consumers make decisions," says Professor Gerald Zaltman of Harvard Business School, where the research was carried out. Zaltman believes he has proved retailer's belief that shoppers choose what to buy almost subconsciously.

However, market researchers ask questions which get responses only from the conscious mind.

This, says Zaltman, is why consumer surveys are so often inaccurate: "When it comes to shopping, what people say and think is very different from what they actually do. There are unconscious processes at work.

Using something called "positron emission topography", Zaltman and Harvard psychology professor Stephen Kosslyn claim to have discovered some of these processes.

"Women were exposed to mock-ups of a variety of retail environments", according to a report on their research. When confronted with a deliberately off-putting sales pitch, the subjects recorded "a rapid surge of blood to the right prefrontal cortex — an area linked to the 'fight-or-flight' reaction".

By contrast, "a positive sales environment", such as helpful salesroom staff, showed increased blood flows "to the left prefrontal cortex and visual cortex, where activity is linked to heightened pleasure".

As a result of their research, the professors have reportedly built up a detailed picture of shoppers' reactions to a wide variety of shop types and can pinpoint when a customer is likely to make a purchase or leave the shop.

The research is also reported to have been used by General Motors to design its showrooms in the US. Sales at those showrooms which incorporated the researcher's findings have reportedly increased by 30 percent.

(*Sunday Times*, 15 August 1999:1)

**QUESTION 17**

The population from which the sample in the reported research was drawn can be described as

- (1) large stores
- (2) women shoppers
- (3) large corporations
- (4) salesroom staff

**17 Option (2) is the key**

A population can be defined as the entire group of objects the research wants to study. A sample is part of that group. As salesroom staff (option (4)) is only part of the sales environment, they cannot be considered as the population. Large corporations (option (3)), such as Proctor and Gamble, Coca-Cola and General Motors, commissioned the research, which eliminates them as the population. The size of the store (option (1)) is not mentioned in the article, making option (1) irrelevant. By a process of elimination this leaves us with option (2), women shoppers. To confirm option (2) as the correct option, we are told that "women were exposed to mock-ups of a variety of retail environments".

**QUESTION 18**

The independent variable in the reported research is

- (1) large corporation sponsorship
- (2) market research questions
- (3) in-store environments
- (4) shoppers' reactions

**18 Option (3) is the key**

The distinction between dependent and independent variables is discussed on page 66 of your Study Guide. The dependent variable is the effect, or the shoppers' reactions (option (4)) to the environment. The independent variable can be described as the cause. In this case the store environment (option (3)) is the independent variable. The remaining two options, (1) and (2), are red herrings.

**QUESTION 19**

What method was used in the reported research?

- (1) survey
- (2) experimentation
- (3) focus groups
- (4) field observation

**19 Option (2) is the key**

This item concerns the method used in the reported research. While the method used is not clearly explained, we can infer the method used from our knowledge of the various methods given in the options and matching the latter to what we are told in the report.

A survey (option (1)) is the collection of data by asking a representative sample the same questions. From the comments that "surveys are often inaccurate" we can eliminate surveys as the method used.

Field observation (option (4)), or field research, involves observing events and people in their natural settings. The difference between surveys and field research is discussed on pages 178– 179 in your study guide. The key here is "natural settings". From the statement "women were exposed to mock-ups of a variety of retail environments" we can conclude that field observation was not used. The word "mock-up" means a model or replica of a proposed structure. The store environments, to which the women were exposed, were not real stores in their natural settings.

Focus groups (option (3)) are the simultaneous interviewing of a small group of people. Focus groups are described on page 180 of your study guide. There is no indication in the report of the use of focus groups.

Experimentation (option (2)) is described on pages 131–136 of your study guide. The purpose of an experiment is to establish the effect of a variable by manipulating conditions responsible for an effect. The effect being studied in the report is the reaction "to a wide variety of shop types" in order to "pinpoint when a customer is likely to make a purchase or leave the shop."

This makes experimentation the most likely method used.

**QUESTION 20**

The reported research is based on the assumption that

- (1) when shopping, men think differently from what they actually do
- (2) positron emission topography can reveal thinking processes
- (3) women are considered as impulsive buyers when shopping
- (4) when shopping, subconscious processes are at work

**20 Option (4) is the key**

An assumption is a premise, which we believe to be true. We can eliminate option (1) as an assumption, since men are not mentioned in the report, but rather “people” and “women”. Positron emission topography (option (2)) refers to a process; therefore the option cannot be an assumption. We can reject option (3) as the assumption, since we have already established from option (1) that gender differences in shopping are not the subject of this research. Option (4) is confirmed as the assumption on which the research is based from the statement “... retailer’s (believe) that shoppers choose what to buy almost subconsciously”. You can refer back to section 2.1 of your study guide for more information about assumptions.

## RSC 2601 – Unit 9 (Qualitative Data)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Answer                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p>P246.</p> <p>Look at the two major topics provided –</p> <p>① <u>Feelings and emotional reactions</u> experienced by parents following the child's coming out.</p> <p>② <u>Support structures and means employed</u> to help parents to come to terms with their child's homosexuality.</p> <p>Provide an abbreviated and identifiable code for each of them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                      |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                      |
| <p>We have provided the following abbreviated and identifiable codes for each of the two major topics identified above:</p> <p>① <u>Feelings and emotional reactions</u> upon coming to know about a child's homosexual identity are abbreviated as "<b>F/ER</b>".</p> <p>② <u>Support structures and means employed</u> to help parents to come to terms with their child homosexuality are abbreviated as "<b>SS</b>".</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                      |
| <p>P251.</p> <p>Read the following statements and indicate if they are <b>True</b> or <b>False</b>. Briefly motivate your answer.</p> <p>1. Qualitative research means any type of research that produces findings not arrived at by statistical procedures or other means of quantification.</p> <p>2. Qualitative research, amongst others, refers to research about persons' lives, lived experiences, emotions and feelings.</p> <p>3. Qualitative researchers, amongst other, view their task as coming to understand and interpret how the various participants in a social setting construct the world around them.</p> <p>4. Qualitative research aims to give privilege to the perspectives of the research participants and to illuminate the subjective meaning, action and context of those being researched.</p> <p>5. Qualitative data analysis requires working with data, organising it, breaking it into meaningful units, synthesising it, searching for patterns, discovering what is important and what is to be learnt, and deciding what to tell others.</p> <p>6. Qualitative data analysis is all about the "taking apart" or de-contextualising, sifting, and sorting the masses of information acquired during the process of data collection, and organising or re-contextualising it.</p> <p>7. The major task in the qualitative data analysis process consists of "taking apart" or dissecting the masses of information into smaller pieces and re-contextualising it so that the final goal of the emergence of a larger, consolidated picture can be realised.</p> <p>8. An inductive process entails moving from observations or data towards generalisations, hypotheses or theory.</p> <p>9. Coding and analysis are synonyms.</p> <p>10. In qualitative research, the process of data analysis begins when the process of data collections begins.</p> | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> |
| <p>11. Identify the correct option(s). The process of data analysis is</p> <p>a) Eclectic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>11.</p>                                                                                           |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>b) Linear</p> <p>c) Cyclic</p> <p>12. Identify the correct option(s). Codes are</p> <p>a) tags or labels assigned to meaning units</p> <p>b) codes are short-hand methods or ways of identifying themes/categories in a transcription.</p> <p>c) codes typically take the form of strings of letters and/symbols</p> <p>13. Identify the correct option(s). Meaning units</p> <p>a) are segments (or chunks) of information that are the building blocks of a classification scheme.</p> <p>b) can consist of a single word, a partial or complete sentence, a paragraph or more.</p> <p>c) It is a piece of the transcript that you consider to be meaningful by itself.</p> <p>14. Identify the correct option(s). An interpretation is</p> <p>a) not found in the data but interpretations are made throughout the qualitative research process based on what was deduced from the data and by making sense of what is heard and observed during the data gathering and then building understanding of the meaning of the data through data analysis.</p> <p>b) a productive process that sets forth the multiple meaning of an event, object, experience, or text.</p> <p>c) Transformation as it illuminates, throws light on experience and it brings out, and refines, as when butter is clarified, the meaning that can be sifted from the text, an object, or slice of experience.</p> <p>15. Identify the correct option(s). "First-level coding" or "open coding" refers to</p> <p>a) a combination of identifying meaning units, fitting them into themes/categories and assigning codes to the themes/categories.</p> <p>b) re-examining initial categories and the links between them.</p> | <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|

### Comments

1. This statement is **true**, because according to Strauss and Corbin (1998:10–11), qualitative research means any type of research that produces findings not arrived at by statistical procedures or other means of quantification.
2. It is **true** because qualitative research amongst others refers to research about persons' lives, lived experiences, emotions and feelings.
3. This statement is **true** as qualitative researchers, amongst other, view their task as coming to understand and interpret how the various participants in a social setting construct the world around them.
4. This statement is **true** as qualitative research aims to give privilege to the perspectives of the research participants and to illuminate the subjective meaning, action and context of those being researched.
5. This statement is **true**. Qualitative data analysis indeed requires working with data, organising it, breaking it into meaningful units, synthesising it, searching for patterns, discovering what is important and what is to be learnt, and deciding what to tell others.
6. This is **true**. Qualitative data analysis is all about the "taking apart" or de-contextualising, sifting, and sorting the masses of information acquired during the process of data collection, and organising or re-contextualising it.
7. This statement is **true** because the major task in the qualitative data analysis process consists of "taking apart" or dissecting

the masses of information into smaller pieces and re-contextualising it so that the final goal of the emergence of a larger, consolidated picture can be realised.

8. **True.** An inductive process entails moving from observations or data towards generalisations, hypotheses or theory.

9. This statement is **false**. Basit (2003:145) explains that coding and analysis are not synonyms, though coding is a crucial aspect of analysis (Basit 2003:145).

10. This statement is **true**.

11. **Options (a) and (c) are correct.** The process of qualitative data analysis is eclectic, and there is no “right way”.

12. **All three statements are correct.** Codes are tags or labels assigned to meaning units (Neuman 2006:460). According to Tutty et al (1996:105), a code is a short-hand method or way of identifying the theme/category in a transcription. Codes typically take the form of strings of letters and/symbols.

13. **All three statements are correct.** Meaning units are segments (or chunks) of information that are the building blocks of a classification scheme. A unit can consist of a single word, a partial or complete sentence, a paragraph or more. It is a piece of the transcript that you consider to be meaningful by itself (Tutty et al 1996:101).

14. **All three statements are correct.** Interpretations are not found in the data but these are made throughout the qualitative research process based on what was deduced from the data and by making sense of what is heard and observed during the data gathering and then building understanding of the meaning of the data through data analysis. (Ezzy 2002:73 and Fossey et al 2002:729–730). Denzin (in Corbin & Strauss 2008:49) writes the following about interpretation: “Interpretation is a productive process that sets forth the multiple meaning of an event, object, experience, or test. Interpretation is transformation. It illuminates, throws light on experience. It brings out, and refines, as when butter is clarified, the meaning that can be sifted from the text, an object, or slice of experience.”

15. **Statement (a) is correct** in that “first-level coding” or “open coding refers to a combination of identifying meaning units, fitting them into themes/categories and assigning codes to the themes/categories.” Statement B refers to “axial coding”. With axial coding the initial categories are re-examined as well as the links between them.

## RSC 2601 – Unit 10 (Research Reports)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Answer                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>P267.</p> <p>As a revision exercise, can you write down the various stages in the research process in your workbook now?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                          |
| <p>There are four distinct stages to the research process:</p> <ul style="list-style-type: none"> <li>stage 1 — definition of the problem</li> <li>stage 2 — obtaining information</li> <li>stage 3 — analysing and interpreting this information</li> <li>stage 4 — making known the results</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                          |
| <p>P269.</p> <p>Briefly indicate the purpose of including a literature review in your research report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>5.</li> </ol>                                     |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                          |
| <p>The literature review establishes the conceptual framework within which we construct our research. Therefore it is important to refer to as many studies as possible that relate to our particular topic. This also helps us to establish the importance and viability of our research problem and research questions.</p> <p>The literature review can also help establish the justification for our research by indicating gaps in current research. Thus, as researchers, we can glean a number of worthwhile ideas for our own research as the literature review allows us to take into account what is already known about our topic and what still needs to be found out.</p> <p>It is, however, important that we do link our research questions with what is said in the literature. With the above in mind, we can therefore say that the presentation of the literature review needs to be concept centric rather than author centric.</p> |                                                                                          |
| <p>P273.</p> <p>You are completing a research project. List the headings as basic components of a research report you would use in order to indicate the structure of your report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                          |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                          |
| <p>Since we have not specified what type of research you would be doing, nor which report type to use, it is difficult to say exactly what you should include on your list and what you should omit. We briefly discuss this problem next. However, the following list indicates the basic components of a research report that we discussed above in this section.</p> <ul style="list-style-type: none"> <li>Abstract</li> <li>Introduction</li> <li>Literature review</li> <li>Method</li> <li>Sampling procedure</li> <li>Data collection</li> <li>Results (or findings)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          |

Discussion  
Interpretation  
Conclusion

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| <p>P282.</p> <p>1. Which of the following does not belong in your interpretation and discussion sections of your research report?</p> <p>(1) correlation with previous research<br/>(2) relationship between findings and theory<br/>(3) evaluation of methodology<br/>(4) importance of your findings</p> <p>2. Which of the following types of research report should contain the most detailed description of your research?</p> <p>(1) commissioned research<br/>(2) oral presentation<br/>(3) journal article<br/>(4) dissertation</p> <p>3. A discussion of any constraints on your research is best put in the section relating to ...</p> <p>(1) your research problem<br/>(2) interpretation and discussion<br/>(3) data collection<br/>(4) the results</p> <p>4. As sampling is to data collection, so theory is to the ...</p> <p>(1) literature review<br/>(2) method<br/>(3) research question<br/>(4) findings</p> <p>5. When describing the sample in a research report intended as a journal article, which of the following tenses should be used?</p> <p>(1) past tense<br/>(2) present tense<br/>(3) present perfect tense<br/>(4) future tense</p> <p>6. You have recently completed an experiment on your company's marketing techniques. You want to write up the experiment and submit it the Journal of Marketing Research for publication. Which of the following types of report would you choose?</p> <p>(1) dissertation<br/>(2) presentation<br/>(3) commissioned research<br/>(4) journal article</p> | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                |
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| <p>Read the following statements and decide whether they should be regarded as <b>True</b> or <b>False</b>. Also make notes to justify your answer.</p> <p>7. The format of a research report selected for dissemination of your research is largely determined by the intended audience.</p> <p>8. One purpose of the introduction is to entice readers into reading the body of the report.</p> <p>9. The complexity of the research problem will determine the degree of detail contained in the report.</p> <p>10. It is not necessary to discuss the reliability and validity of your research.</p> <p>11. The amount of detail given to describing the method used to collect and analyse your data depends on the intended audience.</p> <p>12. The evaluation of a research report is an objective exercise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                |
| <p>1. <b>Option (3)</b> is correct. The purpose of the interpretation and discussion in your report is to reflect on what your research revealed. Since options (1), (2) and (4) all relate to the findings of your research, they can be eliminated as the possible keys. The method used is evaluated (option 3) by establishing reliability and validity. Reliability and validity are usually associated with data collection.</p> <p>2. <b>Option (4)</b> is correct. Of all the types of research reports that we discussed in this study unit, it is the dissertation, along with the thesis, that requires the most detailed description.</p> <p>3. <b>Option (2)</b> is correct. As limitations could have a decisive effect on the findings of your research, the best place to discuss those limitations is with the interpretation section. You could argue that limitations could be discussed as part of data collection (option 3), but this would not represent the best possible location.</p> <p>4. <b>Option (1)</b> is correct. In the first part of the stem, we relate the concept of “sampling” to “data collection”. In other words, we usually find the discussion of the sampling used in the section of your report relating to data collection. In this question, therefore, we need to identify the section of research report where we would put a discussion of the supporting theory. This is usually put in the section that deals with the literature review.</p> <p>5. <b>Option (1)</b> is correct. When we describe our sampling procedure, we are, in fact, talking about part of the method used, an event which has already occurred at a specific time in the past. We must therefore use the past tense to describe in our report. Please refer back to table 10.2 if you are not sure about the use of tenses in a research report.</p> <p>6. <b>Option (4)</b> is correct. Although you may have been originally commissioned (option 3) by your employer to undertake the research, and may have presented the findings of your research to company executives (option 2), when submitting a report for possible publication by an academic journal you would select the journal article (option 4) for your research report. As this is not an academic exercise, we can eliminate the dissertation (option 1).</p> <p>7. The keyword in this statement is “format”. The concept “format” relates to the conventions you use to set out your report, such as line spacing, paragraph indentation, and so on. As these conventions are determined by the editors, in the case of academic journals, you can argue that the statement is true, since the editors form part of the intended audience. However, if we were to substitute “type” for “format”, then the statement would, without any doubt, be <b>true</b>.</p> <p>8. This statement is <b>true</b>. The main function of the introduction in any type of report is to attract the attention of your intended audience, without disclosing too much detail of your research, in the hopes that they will continue to read or listen to your report.</p> <p>9. The nature of the problem being investigated will determine, to some extent, the degree of detail contained in a report. But this is not the only factor that determines the amount of detail contained in your report. Aspects such as the purpose of the research and intended audience also need to be considered. You can therefore argue that the statement is <b>false</b>.</p> <p>10. In this statement you are provided with <b>insufficient information to declare the statement as either true or false</b>. The need to discuss, or mention, reliability and validity depends on the type of report used. We discussed this in section 10.4.2 of this study unit.</p> <p>11. This statement is <b>true</b>. For example, reports intended to be published as academic articles should contain more detailed information about data collection than a commissioned report.</p> <p>12. Ideally, the evaluation of a research report should be as objective as possible. But it is not possible to be one hundred percent objective in this sort of exercise. Even if you use the checklist we provided in this study unit, you are still required to make a judgment. Thus there is an element of subjectivity in the process of evaluation that cannot be completely eliminated.</p> |                                                                |

This makes the statement false.

## RSC 2601 – Unit 1 (Discovery)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Answer                                                                                               |
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| <p>P10.</p> <p>Which errors of inquiry do each of the following observations represent?</p> <p>1. You observe that a person from a different racial group is much more reserved than many of the friends in your own racial group. In future contacts you continue to observe characteristics of reserve in the other racial group. You ignore more expressive behaviour, while at the same time ignoring more reserved behaviour in your own group. As a result, you end up believing that people from the other racial group tend to be more reserved than people from your own racial group.</p> <p>2. You present a three-month programme for job creation. When you evaluate the programme's impact, you find that none of the participants are motivated to find employment or to create self-employment. You conclude that the participants show a lack of self-respect which makes them lazy and apathetic and you abandon the programme.</p> <p>3. You value a theory which supports the significance of early experience on child rearing practices. Without considering the impact of current experience, you reveal findings which indicate that early experience does indeed have a significant effect on child rearing practices. You continue to believe your theory.</p> <p>4. You think of the last person you spoke to and recollect what you said to each other.</p> <p>5. You are pressed by time to submit a research assignment on students' attitudes to study methods. You interview two students you know and come to certain conclusions on the basis of their information.</p> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> |

### Comments

1. **Selective observation**, because certain characteristics are emphasised and others overlooked. Selective observation is similar to inaccurate observation, but the emphasis in this example is on selective observation. Overgeneralisation would also be relevant here, because you are judging many people purely on the grounds of only some aspects of some people's behaviour.
2. **Premature closure of inquiry**, because you did not give yourself enough time to learn about the reasons for people's lack of motivation.
3. **Ego involvement**, because you accepted what you wanted to believe in the first place.
4. It is not impossible to remember what we said to someone, but we are likely to be **inaccurate**, because our observations are also **selective**. This is because it is very difficult to remember all the details of a situation. We remember what strikes us most and this is subjective. This is why we use recording devices such as videotapes for accuracy.
5. **Overgeneralisation**, because two students are too few to reflect the views of all students. Premature closure would also be relevant here, because you did not continue with your research long enough to include other views.

|                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                      |
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| <p>P43.</p> <p>TEST YOURSELF</p> <p>Mark the following statements <b>True</b> or <b>False</b></p> <p>1. We use inquiry to help us with problems that we encounter in unusual situations.</p> <p>2. We often make errors in our everyday inquiries.</p> <p>3. Science can be viewed as a method of inquiry using logic, observation and theory.</p> <p>4. Tradition and authority are sources of knowledge which we</p> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> |
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| <p>reject completely, since they are not scientific.</p> <p>5. Common sense is valuable in everyday life because it helps people to reach decisions and solve everyday problems.</p> <p>6. Unlike casual human inquiry, scientific observation is a conscious activity which always gives accurate information.</p> <p>7. The norms of the scientific community are: inaccurate observation, overgeneralisation, selective observation, ego involvement and the premature closure of inquiry.</p> <p>8. Despite the fact that science is logical, there are often hidden assumptions in our thinking which influence our understanding of reality.</p> <p>9. Value-freedom implies that personal values never play a role in the research process.</p> <p>10. Critical social scientists accuse positivists of studying only the surface structures of social reality.</p> <p>11. Extreme postmodern researchers reject logical reasoning and the pursuit of truth.</p> <p>12. Feminist researchers advocate gender sensitivity in research.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> |
| <p><b><u>Multiple-choice questions</u></b></p> <p>13. Society is a system of constituent parts that contribute to the functioning of the whole. This is</p> <p>(1) a hypothetical statement</p> <p>(2) an ontological statement</p> <p>(3) an epistemological statement</p> <p>(4) a methodological statement</p> <p>(5) a definitional statement</p> <p>14. The approach that criticises the notion that there is a privileged position or truth is</p> <p>(1) positivist social science</p> <p>(2) interpretive social science</p> <p>(3) critical social science</p> <p>(4) postmodernism</p> <p>(5) feminist research</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>13.</p> <p>14.</p>                                                    |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                          |
| <p>1. <b>True.</b> When we cannot understand how to solve a problem, that is, when we are “stuck” in a situation, we try to find out more about the problem based on the knowledge that we possess already. For example, asking other people involved in the situation. This means we use inquiry often, probably without always realising it.</p> <p>2. <b>True.</b> We cannot know everything about the situations we encounter and it is usually by trial and error that we attempt to solve our problems. We therefore make errors in the process of learning.</p> <p>3. <b>True.</b> Logic makes sense to us in terms of our thinking, observation means using our senses to measure and describe what we are investigating and theory provides an explanation of what we are observing. Together, logic, observation and theory produce evidence for the method of inquiry called science.</p> <p>4. <b>False.</b> Although we may question what emerges from tradition and authority, we do not automatically reject knowledge from authoritative sources.</p> <p>5. <b>True.</b> Without thinking much we can perform the routine tasks which make up most of our day, such as negotiating traffic, doing our duties at work and socialising with friends and family.</p> <p>6. <b>False.</b> Although scientific observation is a conscious and deliberate activity, it does not always provide accurate information. This is because observation is not reliable and some things are too complex for us to observe in detail. Scientific observation can only guard against error; it is not foolproof.</p> |                                                                          |



7. **False.** These are the errors which science guards against. While we must be conscious of both errors and norms in order to maintain a good scientific standard, we strive to avoid error and consciously follow the norms. These norms are: universalism, organised scepticism, disinterestedness, communication, honesty.
8. **True.** However alert we are to thinking patterns, our previous experience gives us beliefs and attitudes which influence the way we think. These beliefs and attitudes are so natural to us that we do not question <sup>45</sup> them and might not even be aware of them. In order to think scientifically we have to identify the ideas and observations which lead to our conclusions. We therefore develop an awareness of our assumptions and try to see how they influence our thinking.
9. **False.** There is one stage in the research process where most researchers acknowledge the role played by values, namely the selection of a research topic.
10. **True.** Remember that critical social scientists argue that there are hidden structures that need to be uncovered. They use theoretical models to detect these. In contrast, positivists argue that we can only study what is observable to our senses.
11. **True.** Extreme postmodern researchers would argue that there are a multitude of narratives and that no narrative (including science) can claim a privileged position or the final truth.
12. **True.** Feminist researchers do draw attention to gender issues, in particular women's issues which are often neglected by other researchers.
13. **(2).** This statement provided in the question tells us more about the nature of the subject matter (society) we are studying. Ontology is a branch of philosophy dealing with the nature of being or reality. The second option is therefore correct.
14. **(4).** The notions of rationality, certainty and progress associated with science are challenged by postmodern researchers, who argue that no one can claim a privileged position. The fourth option is therefore correct.

## RSC 2601 – Unit 2 (Theory)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Answer                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>P50.</p> <p>Indicate which of the following statements are <b>True</b> or <b>False</b>.</p> <p>In the social sciences, theories are:</p> <ol style="list-style-type: none"> <li>1. speculative opinions about things social scientists are unsure of</li> <li>2. the opposite of facts</li> <li>3. merely assumptions</li> <li>4. simply the views of early writers in a discipline</li> <li>5. sets of definitions</li> <li>6. synonymous with classification</li> <li>7. statements about facts social scientists are sure of</li> <li>8. at least sometimes proven to be universally true</li> <li>9. synonymous with scientific laws</li> <li>10. always predictions</li> </ol> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol> |

### Comments

All these statements, as worded, are **'FALSE'**. We will now discuss each of these statements and point out why they are false.

1. Theories are speculative opinions about things social scientists are unsure of.

2. Theories are the opposite of facts.

3. Theories are merely assumptions. All three of the above statements reflect attempts to drive a wedge between abstract theory and empirical fact. The first statement suggests that theories are mere conjecture (opinion) and that they have little to say about real situations or phenomena. Most social scientists will strongly challenge such a position. If theories are incompatible with facts, as the second statement suggests, we should start questioning the relevance and use of theory. Implying that theories are assumptions suggests that theories cannot be tested. Theories are neither impractical idealisation nor speculation, as common-sense notions often suggest (Sayer 1992:49). Facts seldom speak for themselves. Chafetz (1978:3) argues that *"theorizing occurs when an attempt is made to explain why the facts are as they are"*. It is by interpreting the information collected that we make it (the facts) meaningful. Theory plays a crucial role in this process of making sense and, as Craib (1992:11) points out, *"in some cases we need a theory to tell us what those facts are"* and therefore to suggest what we are looking for.

4. Theories are simply the views of early writers in a discipline. The fourth statement is incorrect because theories are not limited to the insights of early writers. This does not mean that we dismiss their contributions. The views of early writers and theorists are often referred to in order to understand and explain current problems (Chafetz 1978:4–5; Neuman 1997:37). For instance, Coetzee and Wood (1995:1) rely on insights gained from the work of Simmel to describe the fragmented nature of experience (see reading box 2.2). Ashley and Orenstein (1990:305) identify Simmel as one of the key figures in establishing sociology as a discipline in Germany. The use of his insights a century later and in a different context demonstrates the potential usefulness or richness of his theory. However, this does not imply that all theoretical discourse is limited to the insights of a discipline's founders. If we accept that we live in a changing world, then we also need to recognise that new theories and insights emerge to deal with some of these changes. For instance, Porter (1995:1134) uses the concept of communicative action introduced by Habermas, a contemporary social theorist (see reading box 1.3).

5. Theories are sets of definitions.

6. Theories are synonymous with classification. The fifth and sixth statements are incorrect because theories cannot be reduced to only definitions and classifications. Defining concepts is essential to theorising, but it is an error to assume that *"a part"* of theory (in other words the definitions) represents *"the whole"* of theory (Ammassari in Mongardini & Tabboni 1998:47). In this respect Chafetz (1978:3) argues that although *"theories contain definitions and often classifications ... these things are components of [theory and], not themselves, explanations [by themselves]"*.

7. Theories are statements about facts social scientists are sure of. The seventh statement is incorrect because empirical generalisations that summarise what we have observed in a specific situation can be distinguished from abstract theoretical formulations that explain these observations (Ammassari in Mongardini & Tabboni 1998:47). According to Cohen (1989:13) *"scientific knowledge is theoretical knowledge, it is more than a collection of facts, shared opinion, [or] conventional wisdom"*. Theories transcend specific contexts and they enable us to organise generalisations about empirical facts, thereby giving us an overall and coherent viewpoint of something. In this respect theories not only summarise facts, they also actually generate new knowledge.

8. Theories are at least sometimes proven to be universally true. The eighth statement is incorrect because there is always a possibility that we may discover evidence that leads us to question a particular theory. Indeed, the testability of theory with a possibility of revising and even rejecting it is a key defining characteristic of theory. In a sense what we are arguing here is that our knowledge is incomplete and this gives social science the impetus to explore and question what we know. Neuman (1997:39) identifies this testability as the key feature distinguishing theory from ideology. Given this possibility of testability, the relationship between theory and research does not only go one way. Although theory is crucial in directing research and interpreting the evidence generated by this activity, the evidence is used, in turn, to continually revise and test the theory (Ragin 1994:54; Wilson 1983:2).

9. Theories are synonymous with scientific laws.

10. Theories are always predictions. These two statements are also untrue. If you think back to the approaches to social science we have discussed, it should be apparent that not all social scientists support the quest to discover “law-like” regularities to predict the course of events. These objectives are mainly associated with positivism, but even in this context, the ninth and tenth statements do not adequately represent theory “as a whole”. Besides containing **propositions** that suggest “law-like” regularities, theories also consist of a number of assumptions and definitions. We therefore cannot reduce theories to scientific laws. The promise of being able to predict is linked to the quest of discovering regularities. Prediction, however, is not the main aim of theory (and by implication social science). We have pointed out that explaining and understanding are broader objectives

P59.

Consider the research topics suggested by the following questions. Indicate whether the main objective of the proposed topic is **problem-based** or **theory-based**.

1. What is the extent of domestic violence in Johannesburg?’
2. Does giving encouraging feedback improve students achievements?
3. Why do people conform to group norms?
4. Should we treat others the way we would like to be treated?

- 1.
- 2.
- 3.
- 4.

### Comments

1. What is the extent of domestic violence in Johannesburg? This question has practical relevance. The authorities need to have some idea of the extent of this **problem** in order to allocate resources and provide support services. A researcher may start research into this topic out of personal interest (eg researcher has been, or knows someone who has been, a victim of violence). The objective of such research may be to (eventually) help victims. This type of research may also be commissioned by social welfare authorities. For instance, depending on the findings of the research, funding may be allocated for shelters for victims of domestic violence in those areas worst affected by the **problem**. If we had asked the question *why* domestic violence occurs, the research would have a more **theoretical orientation**.

2. Does giving encouraging feedback improve students’ achievements? This question seeks to determine whether a particular intervention on the part of lecturers (encouragement) has positive consequences. This question clearly has practical relevance within a teaching environment. At the same time, research into this question will probably help develop **theories** about human learning behaviour.

3. Why do people conform to group norms? This question addresses an issue that is primarily a **theoretical concern**. Social psychologists have identified a number of factors that influence people’s behaviour. An understanding of the mechanisms that encourage conformity in groups can eventually be used in specific situations. Research into this question can therefore also be of practical relevance

4. Should we treat others the way we would like to be treated? This question reflects personal interest. According to Schutt (1995:19) this question deals with an important moral and social issue. Most social scientists argue that issues like this are beyond their domain of expertise and better dealt with by either religion or philosophy. This question raises the crucial issue whether the topic is researchable. In its present form, this question is **unresearchable**. It is conceivable, though, that social scientists may study related issues such as interpersonal conflict, the consequences of forgiveness or even people’s opinions on whether we should treat others as we would like to be treated. However, in these instances the moral question posed by this issue is not answered.

P66.

Think of at least five more variables that relate to individual people and that have characteristics that can change **quantitatively** and five variables concerning people that have values that differ **qualitatively**.

- 1.
- 2.

## Comments

### 1. Quantitative change:

Mass, length, age, income and level of education. These variables describe a person in terms of quantitative characteristics, and can be expressed in measurements such as kilograms, centimetres, number of years and Rands.

### 2. Qualitative change:

Place of residence (expressed in for example “urban” and “rural”), handedness (left-handed or right-handed), political outlook (for example “conservative” or “liberal”), ethnic affiliation (for example Xhosa, Afrikaans and so on) and HIV status.

P67.

Consider the following **hypothesis**: Women are more in favour of birth control than men.

1. What are the **two variables** in this hypothesis?
2. Identify the **independent variable**.

1.

2.

## Comments

1. The **two variables** that are related to each other in this hypothesis are **sex** and **attitude to birth control**. Sex is a dichotomous variable because it has only two possible attributes (values): male or female. Remember that, a variable can change in value from one case to another. John is a male and Thandi is a female.

2. **Sex is the independent variable**. We can logically argue that a person’s sex may influence his or her attitude to birth control. This anticipated variation can be linked, theoretically, to factors such as patriarchy. Sex cannot be a dependent variable. A particular attitude to birth control does not determine a person’s sex. Remember that social scientists tend to consider probabilities rather than certainties. This hypothesis therefore does not imply that all men are negative towards birth control. However, it suggests that we can observe a pattern in attitudes to birth control. Men are generally less in favour of birth control and women (who in the process gain greater control over reproduction) tend to be more in favour of it.

P73.

### TEST YOURSELF

Match the correct term from the list provided to the statements below:

#### List of terms:

1. causality
2. deduction
3. fact
4. induction
5. intervening variable
6. operationalisation
7. positive relationship
8. spuriousness
9. theory
10. variable

#### List of statements:

1. a conceptual framework providing an explanation
2. a statement linking a cause and effect
3. the process of making abstract concepts empirically measurable
4. moving from concrete and specific findings to abstract and general principles
5. working from abstract ideas or principles towards concrete and specific manifestations
6. a variable mediating between the initial cause and the final

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>effect</p> <p>7. a causal association between two variables where, if one increases, the other one also increases</p> <p>8. an empirically verifiable observation</p> <p>9. an apparent causal relationship, which is false because a third variable actually causes changes within the two variables thought to be related</p> <p>10. an empirical phenomenon that can take on more than one value</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                    |
| <p>Read the following statements and indicate whether they are <b><u>True</u></b> or <b><u>False</u></b>. Briefly give a reason.</p> <p>11. If an exception is found to a regularity, pattern or social law, this regularity, pattern or social law ceases to exist.</p> <p>12. If two or more variables are associated, we can be confident that they have a causal relationship.</p> <p>13. Hypotheses are confirmed rather than proven.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>11.</p> <p>12.</p> <p>13.</p>                                                                   |
| <p><b><u>Multiple choice questions</u></b></p> <p>14. Choose the most correct option.<br/>Social scientists have found that the following conclusion applies universally across settings: as the frequency of favourable interaction increases, sentiment (liking) increases. This reflects a</p> <p>(1) social law</p> <p>(2) concept</p> <p>(3) hypothesis</p> <p>(4) paradigm</p> <p>(5) theory</p> <p>15. Identify the correct option. A theory:</p> <p>a cannot be substantiated</p> <p>b identifies links between phenomena</p> <p>c is concrete and factual</p> <p>d provides an explanation</p> <p>e is abstract</p> <p>f applies only to a specific case</p> <p>(1) a b e</p> <p>(2) b d e</p> <p>(3) d e f</p> <p>(4) c d f</p> <p>(5) b c d</p> <p>16. Identify the incorrect statement</p> <p>(1) Researchers often select topics they have an interest in.</p> <p>(2) A literature review is a source of research ideas.</p> <p>(3) A literature review can sensitise the researcher to potential pitfalls.</p> <p>(4) Hypotheses determine what data will be collected.</p> <p>(5) Facts speak for themselves.</p> | <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p> <p>21.</p> <p>22.</p> |

17. Identify the incorrect statement.

A hypothesis:

- (1) summarises the results of the research
- (2) must be testable
- (3) relates phenomena to each other
- (4) can be rejected
- (5) is an idea

18. Which of the following is the best example of a hypothesis?

- (1) There is a link between stereotyping and discrimination.
- (2) Alienation is the same as powerlessness and meaninglessness.
- (3) Behaviour is influenced by perceived sanctions and rewards.
- (4) The higher the unemployment rate, the greater the incidence of petty crime.
- (5) There are more female students than male students.

19. Identify the variables in the following hypothesis:

Women are more likely to have a favourable attitude towards birth control than men.

a women

b men

c birth control

d sex

e attitude towards birth control

- (1) a b
- (2) a b c
- (3) d e
- (4) a b e
- (5) a b c d e

20. Americans have fewer inhibitions than Germans. In this finding, the dependent variable is

- (1) inhibition
- (2) Americans
- (3) Germans
- (4) lower than
- (5) nationality

21. A negative relationship between variables in a hypothesis implies that:

- (1) the independent variable does not influence the dependent variable
- (2) the dependent variable influences the independent variable
- (3) the hypothesis is rejected

| <p>(4) there is causal association between two variables where if one decreases, the other one also decreases</p> <p>(5) there is causal association between two variables where if one increases, the other one decreases</p> <p>22. A researcher studying religiosity identifies dimensions of the construct.<br/>This process is called</p> <p>(1) theorising</p> <p>(2) measurement</p> <p>(3) conceptualisation</p> <p>(4) operationalisation</p> <p>(5) deduction</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p>Matching the terms to the statements that describe them requires you to thoroughly study the content of the study guide. We list the term first, and then the matching statement.</p> <p>1. <b>(9)</b> Theory is a (1) conceptual framework providing an explanation. See 2.2 (and 2.2.1 in particular).</p> <p>2. <b>(1)</b> Causality implies (2) a statement linking a cause and effect. See 2.2.3.</p> <p>3. <b>(6)</b> Operationalisation is (3) the process of making abstract concepts empirically measurable. See 2.3.5.</p> <p>4. <b>(4)</b> Induction implies (4) moving from concrete and specific findings towards abstract and general principles. See 2.2.5.</p> <p>5. <b>(2)</b> Deduction implies (5) going from abstract ideas or principles to concrete and specific manifestations. See 2.2.5.</p> <p>6. <b>(5)</b> An intervening variable is (6) a variable mediating between the initial cause and the final effect. See 2.3.4.</p> <p>7. In causality, a positive relationship <b>(7)</b> is (7) a causal association between two variables where, if one increases, the other one also increases. See 2.3.4.</p> <p>8. <b>(3)</b> A fact is (8) an empirically verifiable observation. See 2.2.2.</p> <p>9. <b>(8)</b> Spuriousness implies (9) an apparent causal relationship, which is false because a third variable actually causes changes to the two variables thought to be related. See 2.2.3.</p> <p>10. (10) A variable is (10) an empirical phenomenon that can take on more than one value. See 2.4.4.</p> <p>To be able to answer whether these statements are true or false you need to study the material thoroughly.</p> <p>11. <b>(False)</b> See 2.2.2. Remember we describe social laws as being probabilities rather than certainties. Some exceptions to the rule (law) are permissible and do not bring the validity of social law into dispute.</p> <p>12. <b>(False)</b> See 2.2.3. Note that association is only one of four requirements for causality. The other three requirements are temporal sequencing, the exclusion of alternative explanations to prevent spuriousness and reasoning.</p> <p>13. <b>(True)</b> See 2.3.4. We have pointed out that there always is the possibility that new evidence might refute a hypothesis.</p> <p>The correct options for the multiple-choice questions are provided below.</p> <p>14. <b>(1)</b> See 2.2.2. The conclusion of the study suggests a regularity. We have pointed out that it is positivists who attempt to uncover regularities or patterns in social reality. These regularities or patterns are called social laws. Option one is the most correct option. Remember we</p> <p>are referring to a finding or conclusion drawn from a study. If we had indicated that social scientists intend to determine whether such a relationship exists, it would be a hypothesis. However, if there is substantial evidence confirming a hypothesis, it is regarded to be a social law. Theories generally contain a number of propositions that are linked to each other. This finding will form part of a theory, but is not one by itself.</p> <p>15. <b>(2)</b> See 2.2.1 You can answer this question by considering each statement. Statement "a" is incorrect. We have pointed out that theories have to be testable. Statement "b" is correct. Theories contain statements that indicate the links between phenomena. Statement "c" is incorrect. As conceptual frameworks, theories are abstract and help us to make sense of facts. Statement "d" is correct. By helping us to make sense of something, theories explain. Statement "e" is correct. Since they focus on our "thinking" about phenomena, theories are abstract. Statement "f" is incorrect. Theories imply some form of generalisation and do not therefore exclusively apply to only one specific case. Option two is therefore the correct answer.</p> <p>16. <b>(5)</b> See 2.2.2, 2.2.1, 2.4. If you did not read this question carefully you may have ended up feeling confused. The first four statements are all true. However, you were asked to identify the incorrect or false statement. We have pointed out that theories help us interpret or make sense of facts. Facts do not speak for themselves. Since you had to identify the incorrect option, you should have chosen (5).</p> <p>17. <b>(1)</b> See 2.3.4. This question is similar to the preceding one, in the sense that you have to tell us which statement is wrong,</p> |  |

incorrect or false. The answer to this question is (1). Remember that we said a hypothesis is a tentative statement about relationships between phenomena and that this statement has to be tested. It is therefore not a summary of the research results. The other four statements are true about hypotheses, but you were not asked to identify true statements.

18. **(4)** See 2.3.4. This question asked you to choose the best example. By best, we mean the most comprehensive hypothesis. Let us begin by excluding those statements that are not hypotheses. Statement (2) is not a hypothesis. Dimensions of the concept alienation are stated. Statements (1), (3) and (5) could all be research findings. Statements (1) and (3) can probably be phrased more satisfactorily as hypotheses. Both of these do suggest a relationship between phenomena. The best hypothesis, therefore, is statement (4). In this case a relationship, as well as the direction of the relationship, is specified. Option (4) is therefore the correct answer.

19. **(3)** See 2.3.4. Option (1) is incorrect, because “women” and “men” are not two separate variables. They are attributes (values) of one variable — sex. Knowing this makes choosing the correct option easy, because you can exclude all other options that include either “a” or “b”. This leaves you with option (3) as the correct answer. Note that “c” birth control is not the variable in this hypothesis. The respondents are asked their opinions on this topic, hence the identification of “d” “attitude towards birth control” as the variable.

20. **(1)** See 2.3.4. The finding reported suggests that two variables “nationality” and “inhibition”, are linked. It should be clear that nationality possibly determines the degree of inhibition, and not vice versa. Inhibition is therefore the dependent variable. The correct option is one.

21. **(5)** See 2.3.4. The first four statements are all incorrect. In causal relationships “negative” and “positive” imply the direction of the relationship between two variables. If a relationship is “positive”, both variables change in the same direction. An example is: the higher the population density, the higher the crime rate. A negative relationship implies changes in different directions. An example here is: the higher the rate of immunisation, the lower the infant mortality rate. Option (5) is therefore correct.

22. **(3)** See 2.3.5. Option (3) is correct. Conceptualisation is the process of fully specifying and defining concepts used in a study so that other researchers know what is being referred to.



## RSC 2601 – Unit 3 (Scientific Research)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Answer                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>P84.</p> <p>In an article in Beeld (24 November 1999:13 “ ‘n <i>Kultuur van geweld vat pos</i>” [“An emerging culture of violence”]) it is described how a Grade-12 learner first shot a fellow learner and then himself.</p> <p>An educational psychologist’s reaction was that “... something should be done to ensure the safety of learners and, in some instances, to protect them from themselves” (translation). In that particular year, there were four incidents at schools in which learners and teachers were killed or wounded.</p> <p>How many different social sciences can you think of that would each be able to do full-fledged research regarding this type of incident at schools?</p> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> |

### Comments

We shall mention only a few of the social sciences that would be able to do this, namely

**Criminology**: The crime, the criminals, the victims, and the prevention of crime.

**Psychology**: The trauma experienced by the learners during the incidence, and possible therapy that could be given to the learners and the parties concerned.

**Sociology**: The impact of violence on the community and the parental home.

**Nursing/Health Studies**: A profile of the mental health of school children.

**Communication Science**: Media coverage of these events.

**Social Work**: An investigation into the general social condition at schools, and if it could lead to violent behaviour.

|                                                                                                                                                                                                                                                                                                                                                                         |                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <p>P89.</p> <p>Let us take the example of violence in schools (as above). We see that there are various role-players, namely the young criminals, the victims, the indirect victims (other learners and teachers). How would you investigate this phenomenon of “violence in schools”, in the light of</p> <p>(1) qualitative and</p> <p>(2) quantitative research?</p> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|

### Comments

In a **qualitative** approach there will be interviews with the victims and the young criminals (if possible) to find out the reason for the crime. There will also be interviews with the victims to find out how they experienced the violence from a personal point of view and perception.

In a **quantitative** approach the researcher tries to get a general view and perception of the events and circumstances that led to the violence. As far as possible, such an investigation will involve the indirect victims of the violence (eg, by means of questionnaires). By means of the respondents concerned the researcher will try, for example, to determine the following: the social set-up at the school before and after the act of violence; other criminal acts and how these were tackled; how the respondents themselves experienced the violence at the school; interpersonal relationships; and any other topical details.

In summary: from the previous discussion it is clear that quantitative and qualitative research each cover different fields of study. There are definite differences in their approach to the study of a particular phenomenon. These differences can be reduced to the following: *differences in formalisation, external control and scope*. **Qualitative research** is relatively open and broader in its approach to a research than is the case with **quantitative research**. What is very important, and should never be forgotten, is that there are also points of contact, and even of overlap, between the two approaches of research. We shall discuss this particular factor briefly in the next section, under the heading multiple methods or triangulation.

|                                                                                                                        |                                                      |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p>P104.</p> <p>TEST YOURSELF</p> <p>1. Give an example of a <b><u>basic research topic</u></b> on street children</p> | <ol style="list-style-type: none"> <li>1.</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |
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| as well as an example of <b>applied research on this topic.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |
| <p><b>Multiple-Choice Questions</b></p> <p>2. The aim of the vigilant movement of Mapogo a Mathamaga is to combat crime. If the SAPS cannot find the criminal or if the complainant is not satisfied with the legal process it may happen that the victim calls in the help of this movement to investigate the crime. If members of this movement then find the criminal, he is given a hiding there and then. Recently one of the accused died after he allegedly had been assaulted by some of the members of this movement. Which one of the following approaches will reflect public opinion about the above-mentioned movement's right to exist?</p> <p>a exploratory research<br/>b descriptive research<br/>c qualitative research<br/>d quantitative research<br/>e multiple methods</p> <p>3. The SABC's research department takes a representative sample of television licence holders. They send a questionnaire to the people in this group to find out which television programmes they prefer to watch, and also why. The above is an example of ... research.</p> <p>a explanatory<br/>b longitudinal<br/>c basic<br/>d applied<br/>e follow-up</p> <p>4. Which one of the following types of research is used for triangulation?</p> <p>a basic and applied research<br/>b quantitative and qualitative research<br/>c descriptive and explanatory research<br/>d cross-sectional and longitudinal research<br/>e none of the above</p> <p>5. What time dimension will be used in question (2) (an investigation into Mapogo a Mathamaga)?</p> <p>a longitudinal research<br/>b triangulation<br/>c exploratory research<br/>d case-study research<br/>e cross-sectional research</p> <p>6. What type of research is done in the following example?<br/>To determine the relationship between attendance of a drug rehabilitation programme and a drug free community X</p> <p>a descriptive research<br/>b triangulation<br/>c exploratory research<br/>d case-study research<br/>e correlational research</p> | <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> |

| <p>7. During the Easter weekend the volume of traffic on our roads is extremely high and many serious motor-vehicle accidents occur.</p> <p>In an effort to keep the number of accidents and consequently the number of deaths and injuries to a minimum, more traffic officers are deployed along our main roads and freeways during this period. Constant feedback is provided on the conditions and the (previously) identified problem areas to ensure an optimal employment of manpower.</p> <p>Also, statistics from previous years can be used to indicate whether the “project” was successful and to highlight aspects that need more attention.</p> <p>What category of research should be used in this particular instance?</p> <p>8. Identify at least eight differences between qualitative and quantitative research.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>7.</p> <p>8.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
| <p>1. An example of <b>basic research</b> on street children would be: where the typical characteristics of street children are investigated in terms of demographic and social characteristics.</p> <p>An example of <b>applied research</b> on street children could be: when the emotional experiences of being a street child is investigated in order to understand the pathology associated with the phenomenon.</p> <p>2. Answer <b>(d)</b>: See 3.3.1. A survey is made of the opinion of a large number of respondents. This can for instance be done by means of questionnaires and the subsequent processing of these data. Such a survey can for instance be compared to the surveys that are done in market research.</p> <p>3. Answer <b>(d)</b>: See 3.2.2. The SABC is trying to solve a specific problem and to make the necessary recommendations in this regard (viewers’ opinions on these programmes and the reasons for these opinions).</p> <p>4. Answer <b>(b)</b>: See 3.3.4. An in-depth study is made of the phenomenon (qualitative), whereupon quantitative methods are used in order to process those data.</p> <p>5. Answer <b>(e)</b>: See 3.5.1. The investigation will be done only once.</p> <p>6. Answer <b>(e)</b>: See Table 3.2 and section 3.4. The investigation will draw a relationship between the drug rehabilitation programme and a drug free community.</p> <p>7. <b>Applied research</b> should be undertaken in this case to provide feedback on the conditions and the (previously) identified problem areas as well as to determine employment of manpower. Also, statistics from previous years can be used to indicate whether the “project” was successful and to highlight aspects that need more attention.</p> <p>8. Refer to Table 3.1, section 3.3.3 for the comparison between the two approaches.</p> |                     |

## RSC 2601 – Unit 4 (Ethics)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Answer |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>P113.</p> <p>Select a social problem or issue which you want to investigate and which involves interviewing adults as respondents (eg the causes of the high rate of divorce, or the effects of unemployment).</p> <p>Compile a consent form for these respondents. Make a list of the type of information which you regard as essential that needs to be included on this consent form. When making this list, do so from your perspective as the researcher, but also place yourself in the position of one of the respondents.</p> <p>What kind of information do you think a respondent would want to have about your research?</p> |        |

### Comments

The type of information that you will have included on your consent form will largely depend on the social problem or issue that you want to investigate.

Nevertheless, consent forms usually contain the following information:

The purpose of the research.

What the respondent will be required to do.

The amount of the respondent's time required.

When the research will be conducted.

The fact that participation is voluntary.

What the respondent has to do if he/she decides to stop participating.

How confidentiality will be protected.

Whether the research involves any known risks.

The benefits (if any) of participating.

The intended consequences of the research.

Who the respondent should contact for more information before finally deciding whether to take part.

The name of the researcher and/or institution.

The date.

If your research needs substitute consent, then your consent form should also ask for details of the legal relation between the participant/s and the third-party.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                  |
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| <p>P120.</p> <p>Read the following statements and decide whether (from an ethical point of view) they should be regarded as <b>True</b> or <b>False</b>.</p> <ol style="list-style-type: none"> <li>1. Researchers ought to recognise the limitations of their abilities and not attempt a research study that is beyond their personal abilities.</li> <li>2. Researchers may not accept financial favours or grants.</li> <li>3. "When in doubt, ask for permission." This should be a general guideline for any social researcher.</li> <li>4. If the benefits of a research study outweigh the potential harm to participants, the study can be considered to be ethical.</li> <li>5. A hospital is a public setting. It is therefore ethically permissible to observe patients' behaviour without them being aware of such observation.</li> <li>6. You conduct an experiment in which you want to observe children's reaction after watching a television programme that</li> </ol> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|

| <p>contains acts of physical violence.</p> <p>Your experimental group is exposed to a programme that portrays physical violence, whereas the control group watches a programme that deals with caring for pets and that contains no violence. This experiment is ethical.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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| Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p>1. As an ethical principle, <b>this statement is true</b>. However, it may be difficult to apply in practice. This is because until we actually undertake research we may not know the limitations of our abilities or we may be unaware of the competencies which the particular research study requires.</p> <p>2. <b>This statement is true</b> only if, by accepting financial favours or grants, we violate another ethical principle. (For example, if accepting the financial grant means that the researcher's honesty and objectivity are influenced.) In other words, it is ethically acceptable to receive financial grants providing this is acknowledged and no other ethical principles are violated.</p> <p>3. As a general rule of thumb, <b>this is true</b>. We discussed the importance of securing informed consent from participants in section 4.3.2. But obtaining permission could also include permission to quote long passages from other published works, or using a measuring instrument designed and copyrighted by others.</p> <p>4. Not knowing what the benefits are, or what the potential harm involves, it is impossible to decide whether this statement is true or false. However, because it is virtually impossible in the social sciences to calculate (quantify) a cost-benefit ratio, we <b>judge this statement to be false</b>.</p> <p>5. We can argue that "a hospital is a public setting" <b>is true</b>. However, whether it is ethically permissible to observe patients' behaviour without their prior consent is debatable. It would depend on whether the participants' anonymity can be guaranteed and whether we can eventually obtain their consent (during debriefing interviews) to use and publish the data. It would also depend on what kind of behaviour was observed.</p> <p>6. There is <b>no definite True or False</b> answer to the experiment described. Whether or not the experiment is ethical depends on the potential harm which the violent television programme could have on the children, whether the harm is reversible and whether it may have a post-experimental duration. As we have commented throughout this study unit, there are no clear or simple guidelines that tell us what is right and wrong in all research work. This is yet another example in which the ethical justification of an experiment depends on the researcher's judgment.</p> |  |

# The Research Process

research → research → data collection → data analysis → research  
question ← design ← (observation) ← (interpretation) ← report

## RSC 2601 – Unit 5 (Research Design)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Answer                             |                              |                             |                            |           |                                    |                           |
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| <p>P127.</p> <p>We know that a variable is a characteristic that varies or changes from one person or situation to another. We also know that variables can be measured. We then make a distinction between the independent variable (X variable) and the dependent variable (Y variable). (If you need to refresh your memory about variables, revise study unit 2.)</p> <p>Try to <b>identify the dependent variable</b> and the <b>independent variable</b> in the following research question. Ask yourself which variable depends on the other.</p> <p><i>“Does watching television programmes that show scenes of violence make children behave aggressively?”</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |                              |                             |                            |           |                                    |                           |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |                              |                             |                            |           |                                    |                           |
| <p>You were correct if you identified “watching programmes that show scenes of violence” as the <b>independent variable</b>. The amount of exposure to these programmes can vary.</p> <p>The <b>dependent variable</b> is “aggression” and the level of aggression can vary from low to high. <b>The independent variable is the cause</b>, and the variable that is <b>the effect is the dependent variable</b> — in other words, it depends on the cause. In this study the researcher aims to show a cause-effect relationship between variables.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |                              |                             |                            |           |                                    |                           |
| <p>P132.</p> <p>In a simple experiment there is only one experimental group that receives the treatment and a control group that receives no treatment. An independent variable can, however, have more than two levels.</p> <p>Suppose you work with three groups of couples in your study. You have a group who does the preparation programme, a group who does not do the preparation programme, and a third group who does a programme focusing on communication skills only.</p> <p>Can you identify the levels of the independent variable and the treatment conditions?</p> <p>Also define the experimental and control groups that you will be working with.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |                              |                             |                            |           |                                    |                           |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |                              |                             |                            |           |                                    |                           |
| <p>The independent variable is the intervention or treatment, namely the programme that the couples participate in.</p> <p>This variable has three levels. You want to know if this variable has an effect on various skills related to marital adjustment (the dependent variable).</p> <p>① You manipulate the treatment conditions by administering the full (comprehensive) marital preparation programme to one group of couples (treatment condition: receives programme 1).</p> <p>② You then compare the improvement in their skills with the improvement of a group of couples who only did the communication skills programme (treatment condition: receives programme 2) and</p> <p>③ a group who did not do any programme (treatment condition: no treatment).</p> <p>The two types of programmes are administered to two experimental groups while the control group receives no treatment. We can summarise this as follows:</p> <table><tr><td><u>Independent variable:</u></td><td><u>Treatment condition:</u></td><td><u>Dependent variable:</u></td></tr><tr><td>Programme</td><td>full marital preparation programme</td><td>marital adjustment skills</td></tr></table> |                                    | <u>Independent variable:</u> | <u>Treatment condition:</u> | <u>Dependent variable:</u> | Programme | full marital preparation programme | marital adjustment skills |
| <u>Independent variable:</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Treatment condition:</u>        | <u>Dependent variable:</u>   |                             |                            |           |                                    |                           |
| Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | full marital preparation programme | marital adjustment skills    |                             |                            |           |                                    |                           |

communication skill programme

no programme

In this example there is another aspect that we have talked about before, namely a pretest and a posttest. The dependent variable was measured before the programme was administered and again afterwards.

P139.

Kwaito music is very popular with young people. You might have heard about this type of music, but you may not be very familiar with it. As a researcher, you decide to do a participant observation study of Kwaito culture. This means that you have to immerse yourself in the subculture to obtain a rich, “insider” understanding of how the culture operates.

Define the context in which you will work and write down your ideas on the extent to which the findings and the practical implications of such a study can be generalised.

### Comments

This study focuses on a subculture; its research scope is therefore broader than research involving individual experiences. Your findings will, however, be limited to the particular phenomenon of Kwaito and are not meant to be generalised to other subcultures.

This type of study could be very demanding in terms of the time investment required since you will have to visit clubs and “hang out” with young people who are involved with Kwaito music.

P140.

Comment on the flexibility of your participant observation study of Kwaito culture.

How adaptable do you think the researcher will be when studying this phenomenon?

### Comments

The research question is broad (a description of Kwaito culture) and, as you obtain more information in the course of the study, you should be able to formulate more specific questions (eg are all Kwaito supporters young?).

You will specify in advance how access to people involved with Kwaito culture will be obtained, but details of further interaction with these people will be left open since you first need more information about them to guide you further.

Thus the design for your Kwaito study will probably be quite flexible, but not entirely open.

P141.

A possible outcome of your study on Kwaito culture could be a journal article. What kind of information will you provide in this article?

### Comments

You could describe the phenomenon as accurately as possible without imposing any theory on it. But you could use a theory such as social identity theory to help you interpret the mechanisms underlying Kwaito culture.

Your article will probably be reflective, without proposing actions or interventions.

P143.

Comment on the design coherence in the following study:

An exploratory study of insider accounts of necklacing was conducted by Nomoyi and Schurink (1998:147–152). The research objective was to describe and understand the world of the research subjects as they see it. The theoretical framework of the research included the assumption that research subjects construct roles and identities through interaction with other people and that reality is constantly being recreated through the meaningful interactions of

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                       |
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| <p>individuals.</p> <p>Studies of violent behaviour should therefore include the world views of the violent offender: How does he or she see and define the situation in which the violent acts take place? The sample included a small number of necklacers, survivors of necklacing, family members of victims and community members who observed necklacing. Data were obtained by means of unstructured interviews, and during the analyses patterns and themes relating to the social organisation of necklacing and its consequences were identified.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                       |
| <p>Identify the option which is the most correct, or most appropriate, in the following multiple-choice questions.</p> <p>1. Which of the following threats to internal validity is most likely to be associated with a lack of randomisation?</p> <p>(1) regression effect<br/>(2) history<br/>(3) selection<br/>(4) testing effect</p> <p>2. A study is internally valid if</p> <p>(1) all alternative explanations of results can be ruled out<br/>(2) an experimental design was used<br/>(3) there is a control group<br/>(4) randomisation was used</p> <p>3. Research which involves randomisation and the manipulation of variables is called a(n)</p> <p>(1) pre-experiment<br/>(2) quasi-experiment<br/>(3) true experiment<br/>(4) a survey study</p> <p>4. Which of the following designs would be most appropriate in trying to determine if patients' condition improved after using a new drug for depression?</p> <p>(1) ex post facto research<br/>(2) quasi-experimental design<br/>(3) pretest-posttest control group design<br/>(4) one group pretest-posttest design</p> <p>5. Which of the following is not a characteristic of qualitative research?</p> <p>(1) focus on human subjectivity<br/>(2) relationship with the researched<br/>(3) a linear research design<br/>(4) research within a natural setting</p> | <p>1.<br/>2.<br/>3.<br/>4.<br/>5.</p> |
| <p>Indicate which of the following statements are <u>True</u> and which are <u>False</u>.</p> <p>(1) The steps in the research process need not always be done in sequence.</p> <p>(2) Research design is not relevant to qualitative research.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1.<br/>2.<br/>3.</p>               |



|                                                                                           |    |
|-------------------------------------------------------------------------------------------|----|
| (3) A pretest-posttest design means that two groups are used.                             | 4. |
| (4) The dependent variable is the variable measured by the researcher.                    | 5. |
| (5) A description of a phenomenon should explain the processes underlying the phenomenon. |    |

## Comments

### RESEARCH DESIGN

The research design in the study on necklacing is coherent. The theoretical framework is reflected in the purpose of the study, namely to explore how the subjects perceive their world and to use these descriptions for a better understanding of the research topic. The qualitative research design is suitable to describe what the subjects themselves experience, how they interpret their experiences and how they structure their world accordingly. By using an unstructured approach to collect the data, the researchers had the opportunity to interact with the individuals whose experiences they wish to understand. Suitable techniques of data analysis were also used to reconstruct the subjects' social reality.

### MULTIPLE-CHOICE

- Option **(3)** is the correct answer, because selection of the subjects for their assignment could bias the study if there are important differences between the subjects in each group that could influence the outcome of the study. If subjects are not randomly assigned to the groups, it is difficult to know if the groups are similar to begin with. Regression effect (1), history (2) and testing effect (4) are threats to internal validity that would occur if the study includes a pretest.
- Option **(1)** is the correct answer, because all alternative explanations of results need to be ruled out before the researcher can determine if the hypothesised relationship exists. Even if an experimental design was used (2), there might still be some threats to the internal validity, because the level of control in the different designs varies. If there is a control group (3), this does not necessarily mean that subjects were assigned randomly to the groups, in which case selection might still be a threat. Even if randomisation was used (4), it will help to control for some but not all threats to internal validity. Think, for example, of mortality.
- The characteristics of the true experimental design is that the researcher manipulates the treatment conditions and that there is random assignment of the subjects to the treatment conditions or groups. Option **(3)** is therefore the correct answer. Neither of the designs in options (1) and (2) include both these characteristics and in the case of a survey study (4), control is achieved statistically rather than by assigning subjects to different groups.
- The correct answer is option **(3)**: pretest-posttest control group design. It is important to evaluate the patients' condition before and after they used the new drug and ex post facto research (1) does not provide the researcher with the control to do this. A one group pretest-posttest design (4) would not control for the possibility of other factors leading to changes in the patients' condition. It is therefore necessary to have a control group which does not receive the new drug. Although a comparison group can be used in a quasi-experimental design (2), there is no randomisation and the groups might not be equivalent.
- Qualitative research designs are relatively open and flexible. This type of research is nonsequential and a linear research design **(3)** is therefore not a characteristic of qualitative research. The other three options are all characteristics of qualitative research where the researcher aims to come close to individuals to understand how they experience their world.

### TRUE & FALSE

- A design that is open and flexible is often more suitable when doing qualitative research. This type of research is nonsequential, meaning that the original design can be changed while doing the research. The statement is therefore true.
- The statement that research design is not relevant to qualitative research is false. Because this type of research is relatively unstructured, it is important to set out a broad framework in advance. The design should allow flexibility, but the researcher needs to continually reflect on the research process and refine the design to ensure valid conclusions.
- The statement is false. One type of pre-experimental research involves a group of subjects whose behaviour is measured both before and after the treatment. Only one group is involved in this type of study and, although a pretest as well as a posttest can be administered for both an experimental group and a control group, it is not necessary to use two groups.
- This statement is true because the researcher changes the independent variable and measures the effect of this change on the dependent variable.
- Although it is not always easy to tell where description ends and interpretation begins, description and interpretation are two different processes. Description involves saying what a phenomenon is like; interpretation involves explaining why it is like that. Although a description can help the researcher to better understand a phenomenon, the description will still need to be interpreted according to a theory that explains the processes underlying the description. The statement is therefore false.

## RSC 2601 – Unit 6 (Sampling)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                            | Answer                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| P157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Make a list of the most important characteristics of <b><u>simple random sampling</u></b>                                                                                                  | 1.<br>2.<br>3.                        |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |                                       |
| Your list should include the following.<br>The most important characteristics of simple random sampling are:<br>① it involves a one-stage selection process<br>② each element has an equal chance of being selected<br>③ the population is identified and listed in a sampling frame                                                                                                                                                                                                                                                                   |                                                                                                                                                                                            |                                       |
| P163                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Why is <b><u>probability sampling</u></b> more suitable than nonprobability sampling for selecting a sample from the population of older persons who use community centres in your region? |                                       |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |                                       |
| If a sample is selected that is representative of the population, the researcher can generalise the research findings to the population.                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                            |                                       |
| P164.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How would you distinguish between probability and nonprobability sampling?                                                                                                                 |                                       |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |                                       |
| We suggest that you use the following table to distinguish between probability and nonprobability sampling. For instance, when a researcher wants to generalise the findings to the population, he or she will use probability sampling. Revise the meaning of generalisability again. In an experimental study, the researcher will probably use stratified sampling; many qualitative researchers use convenience sampling. A sample is representative when it resembles the population and enables the researcher to accurately generalise results. |                                                                                                                                                                                            |                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b><u>Probability Sampling</u></b>                                                                                                                                                         | <b><u>Nonprobability Sampling</u></b> |
| 1. Suitable types of studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1.                                                                                                                                                                                         | 1.                                    |
| 2. Representativeness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2.                                                                                                                                                                                         | 2.                                    |
| 3. Generalisability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3.                                                                                                                                                                                         | 3.                                    |
| P166.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Match the relevant statement from <i>Column B</i> to each term in <i>Column A</i> .                                                                                                        | 1.<br>2.<br>3.<br>4.                  |
| <b><u>Column A</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b><u>Column B</u></b>                                                                                                                                                                     |                                       |
| 1. sampling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. comprehensive list from which elements are selected for a study                                                                                                                         |                                       |
| 2. population                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2. selected group of elements who participate in a study                                                                                                                                   |                                       |
| 3. sample                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3. unit or case about which information is obtained                                                                                                                                        |                                       |
| 4. sampling frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4. entire group of persons or sets of objects a researcher is interested in                                                                                                                |                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5. the process by which elements are selected for participation in a study                                                                                                                 |                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>5. Which of the following are characteristics of a <b>representative sample</b>?</p> <p>It:</p> <p>a] allows for accurate generalisation of results</p> <p>b] can be obtained through probability sampling</p> <p>c] replicates population properties</p> <p>d] is a specified variable obtained by studying all the elements of a population</p> <p>e] is always obtained through nonprobability sampling</p> <p>(1) a b c</p> <p>(2) a c d</p> <p>(3) b d e</p> <p>(4) c d e</p> <p>(5) a b c d e</p> <p>6. <b>Sampling bias</b> ...</p> <p>a] can be limited by the researcher</p> <p>b] limits generalisability of results</p> <p>c] allows for generalisability of results</p> <p>d] means that the sample is not representative of the population</p> <p>e] means that the sample is representative of the population</p> <p>(1) a b d</p> <p>(2) a c d</p> <p>(3) a e</p> <p>(4) b d</p> <p>(5) c e</p> <p>7. Which of the following statements are correct?</p> <p><b>Probability sampling</b> ...</p> <p>a] involves random selection of elements from the population</p> <p>b] allows each element an equal chance to be included in the population</p> <p>c] involves nonrandom selection of elements from the population</p> <p>d] decreases the likelihood of a representative sample</p> <p>e] allows each element an equal chance to be included in the sample</p> <p>(1) a b</p> <p>(2) a e</p> <p>(3) b c</p> <p>(4) b d</p> <p>(5) b e</p> <p>Match to each sampling technique in <i>Column A</i> the most appropriate statement in <i>Column B</i>.</p> <p><u>Column A</u></p> <p>8. stratified random sampling</p> <p><u>Column B</u></p> <p>1. selecting a sample using a multistage approach</p> | <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----|
| 9. purposive sampling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2. selecting elements that are close at hand at a particular point in time | 10. |
| 10. simple random sampling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3. random sampling is done from various strata                             | 11. |
| 11. convenience sampling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4. drawing every <i>f</i> th element from a sampling frame                 | 12. |
| 12. systematic sampling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5. selecting elements according to researcher's judgment                   |     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6. drawing numbers representing elements from a container                  |     |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |     |
| <p>1. <b>(5)</b> Refer to the last paragraph of the Introduction</p> <p>2. <b>(4)</b> Refer to the key concept under 6.2.1</p> <p>3. <b>(2)</b> Refer to the key concept under 6.2.4</p> <p>4. <b>(1)</b> Refer to the key concept under 6.2.5</p> <p>5. <b>(1)</b> Statements "a", "b" and "c" are correct (see 6.2.6). The statement made under "d" refers to a parameter (see 6.2.3). With regard to statement "e": nonprobability sampling does not always ensure representativeness of a sample (see 6.4.2).</p> <p>6. <b>(1)</b> Statements "a", "b" and "d" are correct (see 6.2.8). With regard to statement "c": research results cannot be generalised if the sample is not representative of the population. With regard to statement "e": refer to the last sentence of 6.2.8.</p> <p>7. <b>(2)</b> Statements "a" and "e" are correct (see 6.4.1). Statement "b" is incorrect in that the last word of the statement (... population) should read sample. With regard to statement "c": probability sampling involves random selection and not nonrandom selection of elements from the population. With regard to statement "d": refer to 6.2.6 and 6.4.1. A representative sample is a sample that resembles the population and therefore increases the representativeness.</p> <p>8. <b>(3)</b> Refer to the explanation under 6.4.1 Stratified sampling, the first and second sentences.</p> <p>9. <b>(5)</b> Refer to the explanation under 6.4.2 Purposive sampling, the first sentence.</p> <p>10. <b>(6)</b> Refer to the explanation under 6.4.1 Simple random sampling, the third paragraph.</p> <p>11. <b>(2)</b> Refer to the explanation under 6.4.2 Convenience sampling, the first sentence.</p> <p>12. <b>(4)</b> Refer to the explanation under 6.4.1 Systematic sampling, the first and second sentences.</p> |                                                                            |     |

## RSC 2601 – Unit 7 (Data Collection)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Answer                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p>P173.</p> <p>The following statements, descriptions and questions deal with the different levels of measurement.</p> <p>In the space provided, fill in either “<i>nominal</i>”, “<i>ordinal</i>”, “<i>interval</i>” or “<i>ratio</i>” as being the appropriate answer to complete the statement, description or question.</p> <ol style="list-style-type: none"> <li>What do ordinal measures enable a researcher to determine that ..... measures cannot?</li> <li>When we use ..... measures, categories cannot be ranked.</li> <li>The temperature outside is measured on a Celsius scale, which has no absolute zero point. This is an example of a ..... measure.</li> <li>..... measures are appropriate to use when measuring children’s height and weight.</li> <li>To preserve traffic infrastructure and road safety, one of the provincial departments of transport (eg Gauteng) places a notice in the Sunday newspapers naming those companies whose vehicles were found to be guilty of overloading. .... measures are used in this survey.</li> <li>You are conducting market research among mothers of babies to find out if they are satisfied with a new milk powder for babies. The mothers all buy this milk powder. .... measures are the measures you will probably use in your market research.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ol> |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                      |
| <ol style="list-style-type: none"> <li><b>Ordinal</b> measures enable the researcher to rank observations (which nominal measures cannot do). For example, when measuring voters’ opinions of speeches made by party leaders, the quality of the speeches can be ranked as “poor”, “average” and “good”.</li> <li>When using <b>nominal</b> measures, the categories cannot be ranked. For example, a person is either a subscriber to a particular magazine, or he/she is not; a person has completed high school education or he/she has not.</li> <li>The <b>interval</b> measure is used. During a cold winter evening the temperature can fall below zero degree Celsius, which illustrates that there is no true or absolute zero.</li> <li>The <b>ratio</b> scale is the most appropriate scale to use when measuring height and weight, because it consists of equal intervals and a zero point. (This zero point might not necessarily be realised in social research, just as a child cannot have “no weight” or “no height”.)</li> <li>The <b>nominal</b> scale is applicable, because vehicles are categorised as either “overloaded” or “not overloaded”.</li> <li>Most rating measures used in marketing research are <b>ordinal</b>, because the responses are ranked in terms of a particular characteristic. In this example, the mothers of babies would give their subjective views of the milk powder, based on personal experience. For example, in response to the statement: “Your baby’s health has improved since drinking this milk powder”, the mothers can be asked to select one of these responses: “strongly agree, agree, neutral, disagree, strongly disagree”.</li> </ol> |                                                                                                      |
| <p>P176.</p> <p>You consult the following sources of existing data. Which of these sources are <b>primary</b>, <b>secondary</b> and/or <b>tertiary</b> sources?</p> <ol style="list-style-type: none"> <li>a newspaper report based on the records of a court case</li> <li>the minutes of a trade union meeting, written by the secretary</li> <li>the annual report of the South African Broadcasting Corporation (SABC)</li> <li>a patient’s medical records</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
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| 5. Nelson Mandela's personal diary<br>6. direct television broadcast of President Thabo Mbeki's first parliamentary speech<br>7. You visit a website at the address <a href="http://www.neurostim.co.za">http://www.neurostim.co.za</a> to research a new type of painkiller machine called <i>Neuro Stim 2000TM</i> . The website contains technical specifications and details of how the painkiller machine can be used. It also includes testimonials from the both general public and medical professionals. | 6.<br>7. |
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### Comments

1. If the record of a **court case** consists of direct quotations, these would be **primary sources**; in which case the **newspaper** report would be a **secondary source**. However, if the records of the court case consist of **summaries** of the main arguments and legal points, the records would be a **secondary source**; in which case the newspaper report would be a **tertiary source**.
2. 4. and 5. are examples of **primary sources**, because the secretary at the trade union meeting, the practitioner who kept the patient's medical records and Nelson Mandela, as the author of his diary, are directly involved in what is recorded.
3. Annual reports can also be regarded as **primary sources**, with the SABC as the author.
6. A direct television broadcast is one of the best examples of a **primary source**, because the programme is not edited or manipulated in any way and we have access to President Thabo Mbeki's speech as it occurred.
7. The testimonials from the general public and medical professionals are examples of **primary data**, because the sources are identified and quoted directly. We can assume that the author of the technical specifications is the company that makes and markets the device. This, too, therefore is **primary data**. (In this particular example, an e-mail address was provided for any queries or comments.)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| P188.<br>The following are examples of statements or questions in a self-administered questionnaire that must be <b>avoided</b> . In each case, make a note of the reason(s) why they contain errors in the wording; try to reformulate the examples — avoiding the errors.<br>1. "The South African Police Service's conditions of employment, promotion practices and human resources management should be reviewed."<br>2. "Do you also agree that a commission for the promotion and protection of languages, cultures and religions should be established?"<br>3. "Making sure that public places are disabled-friendly is not the only measure that provides assistance devices for disabled people."<br>4. "Do you regard our distribution of the costs of education among all stakeholders as fair?" | 1.<br>2.<br>3.<br>4. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|

### Comments

1. The statement is too lengthy and is also **double-barrelled** (*note the use of "and"*). In fact, in this case, more than two issues are being raised. Three issues are addressed: "conditions of employment"; "promotion practices" and "human resources management". The example can conceivably be broken up into three separate statements, such as:  
① "The South African Police Service's conditions of employment should be reviewed."  
② "The South African Police Service's promotion practices should be reviewed."  
③ "The South African Police Service's human resources management should be reviewed."
2. The question contains **loaded language**, "leads" the respondent and is **double-barrelled**. "Do you also agree ..." is loaded and leads the respondent into giving a "yes" answer to the question. As in example (1), three issues are dealt with: "languages", "cultures" and "religions". Also, "the promotion" of these issues is different from "the protection" of these issues.  
As in the above example, separate questions would have to be formulated for each of these issues. The following is one example, reformulated as an open question: "What are your views about establishing a commission to promote the different languages in the country?"
3. The **statement is negative** (the "not" may be missed by a respondent). A reformulated statement could read as follows:

"Making sure that public places are disabled-friendly is one of several measures that helps disabled people".

4. The **question is incomplete**, vague and refers to a vague agent of action ("our"). As a result, questions that arise are: Who are "all stakeholders"? What is meant by "fair"? A reformulation of this question would depend on which educational sector is being investigated and the purpose of the survey. A possible reformulated example is: "As a parent, should you be required to pay this school's current fees?"

P197.

Study-read the following statements and decide whether they are **True** or **False**.

1. By claiming that a measurement is valid, we imply that it is also reliable.
2. The test-retest method of reliability is time consuming.
3. People's competence as speakers must be measured while they are being interviewed for a vacant position. Once you have constructed a scale which assesses the effectiveness of their verbal skills, you can be confident of the content validity of this scale.

- 1.
- 2.
- 3.

### Comments

1. **True**, because measurement validity refers to the degree to which the measurement actually measures what we intend to or claim to measure. To determine validity, we must be sure that the measurement will produce the same results over a period of time (i.e. it must be reliable).
2. **True**, because the scale must be applied twice.
3. **False**, because "competence as a speaker" involves more than "effectiveness of verbal skills". Nor does your scale assess other factors, such as eye-contact, facial expressions, gestures and posture.

P205.

Read the following questions out loud and emphasise (stress) the words printed in bold.

**IS** this the man who caused South Africa to lose the cricket final?

Is **THIS** the man who caused South Africa to lose the cricket final?

Is this the **MAN** who caused South Africa to lose the cricket final?

Is this the man who **CAUSED** South Africa to lose the cricket final?

Is this the man who caused **SOUTH AFRICA** to lose the cricket final?

Is this the man who caused South Africa to **LOSE** the cricket final?

Is this the man who caused South Africa to lose the **CRICKET FINAL**?

### Comments

Although the words in these seven questions are identical, the meaning of each question is different, because in each question something different is emphasised or stressed. This activity illustrates how different emotions or attitudes can be conveyed by means of paralanguage variations, such as emphasis.

P208.

1. The following are examples of secondary sources:
  - (1) archival films and responses to in-depth interviews
  - (2) responses to questionnaires and magazines
  - (3) current books dealing with past histories

- 1.
- 2.
- 3.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p>(4) diaries and responses in focus-group interviews</p> <p>2. The data derived from the following scale can be counted to determine frequency only:</p> <p>(1) nominal<br/>(2) ordinal<br/>(3) interval<br/>(4) ratio</p> <p>3. You undertake a survey to determine registered voters' preferences among the DA, the ANC and COPE as three political parties. What level of measurement would you use to construct a scale?</p> <p>(1) nominal<br/>(2) ordinal<br/>(3) interval<br/>(4) ratio</p> <p>4. You want to compare the duration of married women's versus married men's extramarital relationships. Which level of measurement would you use?</p> <p>(1) nominal<br/>(2) ordinal<br/>(3) interval<br/>(4) ratio</p> | <p>4.</p>           |
| <p><i>"The reliability of a measuring instrument can be defined as the degree to which a scale yields consistent results."</i></p> <p>The following two multiple-choice items (5) and (6) are based on above statement.</p> <p>5. You want to estimate the internal consistency among different items on a questionnaire; you would therefore use the ..... method.</p> <p>(1) test-retest<br/>(2) alternate-forms<br/>(3) split-half<br/>(4) intercoder</p> <p>6. You want to measure the stability of a measuring instrument; you would therefore use the ..... method.</p> <p>(1) test-retest<br/>(2) alternate-forms<br/>(3) split-half method<br/>(4) intercoder</p>                                                       | <p>5.</p> <p>6.</p> |
| <p>7. If a measurement scale is ....., it means that a researcher who uses the same scale at another time would come up with similar results.</p> <p>(1) accurate<br/>(2) systematic<br/>(3) valid<br/>(4) reliable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>7.</p> <p>8.</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>8. You want to determine teenagers' perception of the construct "democracy" and would therefore use a ..... scale.</p> <p>(1) semantic differential</p> <p>(2) Thurstone</p> <p>(3) Likert</p> <p>(4) Guttman</p> <p>9. "It is easier to end a telephone call than to refuse to be interviewed by someone who stands in front of you." This statement refers to the following limitation in survey research:</p> <p>(1) sampling bias</p> <p>(2) response rate</p> <p>(3) reliability</p> <p>(4) validity</p> <p>10. In the context of field observation, the means or method of data collection refers to ...</p> <p>(1) whether or not the observations are structured</p> <p>(2) the active participation of the observer</p> <p>(3) the use of audiotapes and making field notes</p> <p>(4) both reactive and nonreactive observations</p> <p>11. You have compiled a checklist to be used in nonreactive research which consists of six categories. Because your observations or data fall in the six categories, these categories are ...</p> <p>(1) discrete</p> <p>(2) mutually exclusive</p> <p>(3) exhaustive</p> <p>(4) extraneous</p> <p>12. The following question appears as an item in a questionnaire. What problem(s) exist in the wording of this question?</p> <p>Background information:</p> <p>An advertising company, <i>The Agency</i>, inserted 1,4 million postcards in South African Sunday newspapers in June 1999, inviting readers to write farewell messages to President Nelson Mandela, and to post them completely free of charge.</p> <p>Question: "Do you agree that this is an appropriate way to bid the President farewell?"</p> <p>The question above represents the following problem(s):</p> <p>(1) the agents of action are vague</p> <p>(2) one logical answer can be given</p> <p>(3) it is a leading question</p> <p>(4) it is incomplete</p> | <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> <p>13.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|

13. You do a literature survey and conclude that people enjoy watching soap operas because the themes always relate the eternal love triangle. You want to establish whether this conclusion corresponds with television viewers' motivations for watching soap operas. You draw a random sample of ten thousand viewers living in a particular province (eg Gauteng).

Which one of the following methods would you use to collect the data for your survey?

- (1) self-administered questionnaires
- (2) telephone interviews
- (3) face-to-face interviews
- (4) focus group interviews

## Comments

Our comments on the multiple-choice items are numbered according to the numbering of the items.

1. **Option (3)** is the key (or correct answer), because current books written about the past are written by journalists and authors who were not necessarily personally involved with what is recorded. In-depth interviews (1), responses to questionnaires (2) and responses in focus-group interviews (4) are primary sources of data.

2. **Option (1)** is the key, because the nominal level of measure consists of categories that are discontinuous, discrete, mutually exclusive and exhaustive. When measuring gender, for example, the nominal scale will provide answers to the questions: "How many of the respondents are men?" and "How many are women?". The reasons why options (2), (3) and (4) are not correct lies in the word "only" that appears in the stem of the item. These scales can also be used to calculate frequency, but they are normally used for other reasons, such as to rank the order of what is measured, to determine the distance or difference between two scores and to draw conclusions about the ratios of numbers. The nominal scale cannot be used for any of the last three purposes.

As a general guideline, you should always be on the look-out for qualifiers in the stem of multiple-choice items, such as "always", "constantly", "never", "sometimes", "any", "all", "none" or — as in this example — "only". Such a qualifier tells you that a specific limitation applies to the statement or question. Compare, for example, the following two statements:

- ① The data derived from the following scale can be counted to determine frequency.
- ② The data derived from the following scale can be counted to determine frequency only.

3. The ordinal scale, **option 2**, is the correct answer, because the ordinal scale will enable you to rank the preferences of political parties as first preference, second preference and third preference. The other options are incorrect for the following reasons. Firstly, nominal scales do not enable us to arrange observations in a rank order. Secondly, preferences between the "first", "second", and "third" intervals cannot be quantified, as is the case with the interval scale. And thirdly, a ratio scale has a true zero point. People's preferences (likes and dislikes) are qualitative attributes and cannot be reduced to a zero point.

4. Ratio measurement (**option 4**) is the only measure which makes provision for:

- ① a comparison (eg a ratio of 2:1, if men on an average have such relationships for 4 years, when compared with women's relationships that last 2 years); and
- ② a zero point (for those men and women who have never had such relationships).

Option (1), nominal level, would be appropriate to distinguish between men and women, but this level of measurement does not enable you to make a comparison between lengths of time (duration in weeks, months or years).

5. **Option (3)** is the correct answer, because the internal consistency among different items is assessed and correlated. The other methods do not assess internal consistency as a component of reliability.

6. **Option (1)** is the correct answer, because the stability, as a component of reliability, can only be estimated by testing and retesting the same questionnaire or measuring instrument over a period of time. None of the other options involve testing a measuring instrument in one single form.

7. **Option (4)** is the key, because a reliable scale enables the same or any other researcher to repeat the research and come up with similar results (providing that conditions have not changed). The other options, although relevant, are not applicable in this statement. Accordingly: (1) all research should endeavour to be accurate; (2) research is a systematically planned process; and (3) a scale is valid if it measures what it claims to measure.

8. **Option (1)** is correct because a semantic differential scale is best suited to test the meaning(s) of objects, people and abstract concepts, such as "democracy", on a seven-point (semantic) spatial continuum. Options (2), (3) and (4) are best suited to test attitudes, or to test the extent to which people agree or disagree with a particular viewpoint.

9. In section 7.5.6 we indicated that telephone surveys tend to result in a 5 per cent response rate lower than face-to-face interviews, probably because of the statement made in this item. **Option (2)** is therefore the most correct option, because it is a

limitation in telephone surveys. Option (1) could occur in surveys, but sampling bias is not necessarily a limitation which is unique to surveys. Option (3) and (4) are red herrings and do not apply in the context described in the item.

10. **Option (3)** is the key (or correct option) because the means or methods of data collection include hardware (eg audiotapes, videotapes) as well as software (eg checklists, questionnaire or making field notes). Options (1), (2) and (4) serve as distractors, because of the following reasons. Above methods of data collection are used irrespective of whether or not the

- ① observations are structured or unstructured
- ② observer participates actively
- ③ observations are reactive and nonreactive

11. Although the six categories (1) may have been discrete, it is more correct to describe categories as being (2) mutually exclusive, because observations or data fall in one particular category. **Option (2)** is therefore the key. As the qualitative nature of the categories was not identified, it is impossible to judge whether they are exhaustive (3). A category is exhaustive when all possible variations of what is observed are included. For example, an operational definition of “violence” as a category must make use of subcategories to provide for all variations, such as physical violence, the use of instruments (eg a knife), and self-inflicted violence (eg attempted suicide). Whilst collecting data, the observer may find an unexpected category of violence emerging (eg verbal abuse), in which case the categories are not exhaustive and another subcategory has to be introduced. Option (4) contains a red herring, because the term “extraneous” is normally used to describe variables that are present in natural settings, which are not the focus of a particular study and, in such settings, cannot be controlled by the researcher.

12. **Option (3)** is the key, because “Do you agree ...?” is a leading question. The other options do not apply because the following problems do not apply to the question: the agents of action are vague (1); one logical answer can be given (2); or it is incomplete (3).

13. Options (2), (3) and (4) are not appropriate for the following reasons. Names and addresses of television licence holders do not necessarily contain telephone numbers. Therefore not all the respondents in the sample can be contacted telephonically. Both face-to-face interviews and focus group interviews require the physical presence of an interviewer or moderator. The time and costs involved in getting access to and actually interviewing ten thousand people make these two options impractical. **Option (1)** is the key because you have access to the respondents’ postal addresses and can therefore post the self-administered questionnaires to the respondents in the sample. If the response rate is low, you can also conduct follow-ups.

## RSC 2601 – Unit 8 (Quantitative)

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Answer         |                       |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------|-----------------------|-------|-----|---|-------|-----|---|-------|-----|---|-------|-----|---|------|----|---|-----------------------------------------------------------------|
| <p>P221.</p> <table><tr><th>Class interval</th><th>Percentage</th><th>Cumulative percentage</th></tr><tr><td>35–42</td><td>25%</td><td>?</td></tr><tr><td>28–34</td><td>20%</td><td>?</td></tr><tr><td>21–27</td><td>40%</td><td>?</td></tr><tr><td>14–20</td><td>10%</td><td>?</td></tr><tr><td>7–13</td><td>5%</td><td>?</td></tr></table> <p><i>n=20 students</i></p> <p>Calculate the cumulative percentages for aggression scores and complete the last column. What percentage of students had a score lower than 35?</p> | Class interval | Percentage            | Cumulative percentage | 35–42 | 25% | ? | 28–34 | 20% | ? | 21–27 | 40% | ? | 14–20 | 10% | ? | 7–13 | 5% | ? | <p>35–42</p> <p>28–34</p> <p>21–27</p> <p>14–20</p> <p>7–13</p> |
| Class interval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage     | Cumulative percentage |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| 35–42                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25%            | ?                     |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| 28–34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20%            | ?                     |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| 21–27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40%            | ?                     |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| 14–20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10%            | ?                     |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| 7–13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5%             | ?                     |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                       |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |
| We concluded that 75% out of the 20 students scored below 35. Did you find the same result?                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |                       |                       |       |     |   |       |     |   |       |     |   |       |     |   |      |    |   |                                                                 |

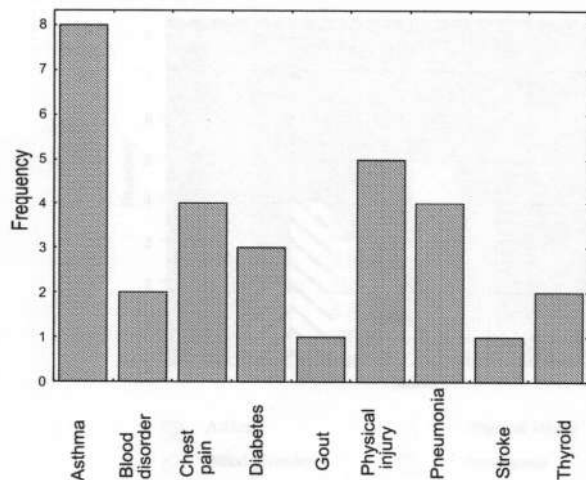
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>P227.</p> <p>When doing research you will often have to decide what is an appropriate method to use in presenting a particular set of data. Which measure of central tendency do you think will be best at showing household income in South Africa?</p>                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p>We have said that the mean is an appropriate measure of central tendency for interval and ratio data; you might have answered that the mean will best reflect household income. However, in most countries (including South Africa) household income is positively skewed, meaning that far more people earn less money than the mean, rather than the other way round (i.e. earn more than the mean). Because there are a few extremely rich people, their income makes the mean higher than most people's income. <b><u>The median is therefore a better indication of average income in a country.</u></b></p> |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>P228.</p> <p>Suppose you are doing a study on social support for prisoners and their families. One of the variables you are interested in is the number of years people spend in prison (the term of imprisonment). On average the prisoners spend four years in prison and the variation in number of years spent in prison is indicated by the standard deviation of three years.</p> <p>Explain why standard deviation is a better index of variability than variance in this study.</p> |  |
| <b>Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>The standard deviation of three years indicates that the number of years spent in prison differ to some extent for the different subjects in the sample. The variance, however, indicates years squared which is not easy to interpret. In this case, the variance is nine. Based on this, we might be tempted to think that the number of years in prison differs greatly from one prisoner to another — but this is not the case.</p>                                                     |  |

|                                                                                                      |                  |                   |    |
|------------------------------------------------------------------------------------------------------|------------------|-------------------|----|
| P232.                                                                                                |                  |                   |    |
| The following distribution of illness was obtained for a group of patients in the same medical ward. |                  |                   | 1. |
| <i>Frequency distribution table for illness</i>                                                      |                  |                   |    |
| <u>Disorder</u>                                                                                      | <u>Frequency</u> | <u>Percentage</u> | 2. |
| Asthma                                                                                               | 8                | ??                |    |
| Blood disorder                                                                                       | 2                | ??                |    |
| Chest pain                                                                                           | 4                | ??                |    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p>Diabetes 3 ??</p> <p>Gout 1 ??</p> <p>Physical injury 5 ??</p> <p>Pneumonia 4 ??</p> <p>Stroke 1 ??</p> <p>Thyroid 2 ??</p> <p><math>n = 30</math></p> <p>1. Calculate the percentages for this distribution and complete the last column of this table.</p> <p>2. What type of illness was presented by the largest percentage of patients?</p> <p>3. What percentage of patients had a physical injury?</p> <p>4. Draw a graph for this frequency distribution and use the graphic presentation to see what type of illness was presented by the smallest number of patients.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>3.</p> <p>4.</p>                                         |
| <p>Identify the option which is the most correct, or most appropriate in the following multiple-choice questions.</p> <p>1. Statistics that are used to summarise numerical data from a sample are called</p> <p>(1) popular statistics</p> <p>(2) descriptive statistics</p> <p>(3) inferential statistics</p> <p>(4) none of the above</p> <p>2. Statistics that are used to generalise from a small, known sample to a larger, unknown population are known as</p> <p>(1) population statistics</p> <p>(2) descriptive statistics</p> <p>(3) inferential statistics</p> <p>(4) assumptional statistics</p> <p>3. Which of the following is not a purpose of descriptive statistics?</p> <p>(1) enabling the researcher to predict performance</p> <p>(2) organising and summarising a data set</p> <p>(3) making data more meaningful and easier to understand</p> <p>(4) enabling the researcher to identify patterns and trends</p> <p>4. Which of the following is considered a measure of central tendency?</p> <p>(1) mean</p> <p>(2) range</p> <p>(3) percentage</p> <p>(4) all of the above</p> <p>5. What is the median in the following set of data?</p> <p>22 30 30 45 45 45 60 62 62</p> <p>(1) 30</p> <p>(2) 62</p> <p>(3) 50</p> | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |            |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------|-----------|------------|--------|---|-----|----------------|---|----|------------|---|-----|----------|---|-----|------|---|----|-----------------|---|-----|-----------|---|-----|--------|---|----|---------|---|----|
| <p>(4) 45</p> <p>6. Which of the following correlation coefficients indicates the weakest relationship?</p> <p>(1) 0,95</p> <p>(2) −0,60</p> <p>(3) 0,29</p> <p>(4) −0,33</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                         |            |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| <p>Indicate which of the following statements are <b>True</b> and which are <b>False</b>.</p> <p>1. Nominal and ordinal data are best represented as histograms.</p> <p>2. The cumulative frequency indicates how many individuals in a sample have scored below a certain value.</p> <p>3. The standard deviation of ratings of health care in the Western Cape is 5,8 and in KwaZulu-Natal it is 8,8. People in KwaZulu-Natal were more consistent in their ratings.</p> <p>4. Given interval or ratio data, the mean is usually chosen as a measure of central tendency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> |            |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| <p>Comments</p> <p>1. When we calculate percentages, we round our answers to the nearest whole number. The percentage for asthma is therefore calculated as follows: 8 (frequency) divided by 30 (number of cases) and multiplied by 100. The answer is 26,6, and we round this to the nearest whole number which is 27. In the case of chest pain the answer is 13,3 and we round this to 13.</p> <p>Frequency distribution table for illness</p> <table><tr><td>Disorder</td><td>Frequency</td><td>Percentage</td></tr><tr><td>Asthma</td><td>8</td><td>27%</td></tr><tr><td>Blood disorder</td><td>2</td><td>7%</td></tr><tr><td>Chest pain</td><td>4</td><td>13%</td></tr><tr><td>Diabetes</td><td>3</td><td>10%</td></tr><tr><td>Gout</td><td>1</td><td>3%</td></tr><tr><td>Physical injury</td><td>5</td><td>17%</td></tr><tr><td>Pneumonia</td><td>4</td><td>13%</td></tr><tr><td>Stroke</td><td>1</td><td>3%</td></tr><tr><td>Thyroid</td><td>2</td><td>7%</td></tr></table> <p>n=30</p> <p>2. The largest percentage of patients had asthma (27%).</p> <p>3. Seventeen per cent of the patients had a physical injury.</p> <p>4. You know that you use a bar chart to represent categorical data. If we look at the bar chart it is clear that the same number of patients presented with gout and stroke, and that these were the categories with the smallest number of patients.</p> |                                         | Disorder   | Frequency | Percentage | Asthma | 8 | 27% | Blood disorder | 2 | 7% | Chest pain | 4 | 13% | Diabetes | 3 | 10% | Gout | 1 | 3% | Physical injury | 5 | 17% | Pneumonia | 4 | 13% | Stroke | 1 | 3% | Thyroid | 2 | 7% |
| Disorder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Frequency                               | Percentage |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Asthma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 8                                       | 27%        |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Blood disorder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                                       | 7%         |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Chest pain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4                                       | 13%        |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Diabetes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3                                       | 10%        |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Gout                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1                                       | 3%         |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Physical injury                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5                                       | 17%        |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Pneumonia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4                                       | 13%        |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Stroke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1                                       | 3%         |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |
| Thyroid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                                       | 7%         |           |            |        |   |     |                |   |    |            |   |     |          |   |     |      |   |    |                 |   |     |           |   |     |        |   |    |         |   |    |



Bar chart for illness (n = 30 patients)

1. **Option (2)** is the correct answer, because we use descriptive statistics to organise, summarise and visualise quantitative data. We have said that we can distinguish between descriptive and inferential statistics. Option (1) is therefore not the answer. Because we collect our data from a sample and not from the population, option (3) is not correct either.

2. We use the results based on a sample to make inferences about the attributes of the population and the methods used to do this are called inferential statistics **(3)**. We have seen that descriptive statistics (2) are used to organise the data based on a sample and options (1) and (4) are not statistical methods.

3. **Option (1)** is the correct answer. Options (2), (3) and (4) are all purposes of descriptive statistics: we organise our data in order to identify underlying patterns in the data and to understand the data better. However, the researcher cannot use descriptive statistics to predict performance, since this requires information on two or more variables and the use of inferential statistics.

4. **Option (1)** is correct, because the mean indicates which value is central to a distribution of interval or ratio data. The range (2) is a measure of variability and percentage (3) refers to the proportion of a sample which gave a specific response.

5. The median of this set of data is 45. **Option (4)** is therefore the correct answer. Four observations (half of the observations) fall above 45 and four below it. Have you noted that the mode of this data set is also 45 since this is the value that occurs most?

6. **Option (3)** is the correct answer, because this is the correlation coefficient with the smallest numerical size (0,29). The other coefficients (1), (2), (4) are all closer to 1 (be it -1 or +1) indicating stronger relationships. Remember the sign indicates the direction of the relationship and not the strength.

1. This statement is **false**. We use a bar chart to represent categorical or discrete data, whereas the histogram is used for continuous data.

2. The cumulative frequency is the number of cases in the specified interval plus all the cases in the previous intervals. In other words, it is the number of cases that falls below the lower limit of the next interval. This statement is therefore **true**.

3. Measures of variability (such as standard deviation) indicate the extent to which the scores in the sample differ from each other and how far they deviate from the central value. This statement is **false** because there were greater differences between the people in KwaZulu-Natal in their health-care ratings. (Their ratings were more spread out.)

4. All three measures of central tendency can be used in the case of interval and ratio data. Because all the values of the variable are used to calculate the mean, this is a more appropriate measure for this type of data. The way this statement was worded makes it **true**: we did not say that the mean must be used or that there are no exceptions. Do you remember what these exceptions were? (Refer to activity 8.4.)

UNIVERSITY EXAMINATIONS

UNIVERSITEITSEKSAMENS

**UNISA** 
  
university of south africa
**RSC2601**  
**RSC201H**

( 483391)

May/June 2011

( 498630)

**RESEARCH IN SOCIAL SCIENCES**

Duration 2 Hours

60 Marks

EXAMINERS :  
FIRST
 PROF GH VAN RENSBURG  
 PROF D GELDERBLOM  
 PROF R VAN EEDEN  
 PROF P KRUGER

 PROF AH ALPASLAN  
 MR DJ WIGSTON  
 PROF GM DU PLOOY
*Mathebula cm*

SECOND

This examination paper consists of 19 pages plus instructions for the completion of a mark-reading sheet

**This examination paper remains the property of the University of South Africa and may not be removed from the examination room.**

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**



This paper consists of sixty multiple-choice questions, which must be answered on the mark-reading sheet. Your mark out of 60 will be converted to a percentage (100 marks) by the computer.

After completing your answers, you must hand in the following:

- (1) The mark-reading sheet
- (2) The examination paper. (All pages must be handed in )

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE (RSC2601/RSC201H) AND UNIQUE PAPER NUMBER (483391/498630) ON THE MARK-READING SHEET**



**ANSWER THE FOLLOWING SIXTY MULTIPLE-CHOICE QUESTIONS ON THE MARK-READING SHEET. READ THE ATTACHED INSTRUCTIONS AND FOLLOW THEM CAREFULLY.**

**SUBMIT YOUR COMPLETED MARK-READING SHEET TOGETHER WITH THIS EXAMINATION PAPER.**

### **QUESTION 1**

A person of high academic standing is given the task by the local government to investigate the best ways of ensuring participation of people living in a small town in an agricultural development project. Because of her high status, she speaks with authority.

The research results obtained by this person must be

- (1) accepted unquestioningly because of the high academic standing of the researcher
- (2) rejected because authority is not a valid way to gain knowledge
- (3) rejected because participation is a form of common sense knowledge
- (4) accepted if it withstands critical scrutiny

### **QUESTION 2**

The different accounts of people having witnessed a car accident can be ascribed to

- (1) overgeneralisation
- (2) selective observation
- (3) ego involvement
- (4) stress

### **QUESTION 3**

People's dependence on media presentations for understanding the impact of, for example, sophisticated communication technology on their daily lives, is an example of

- (1) media myths
- (2) authority
- (3) mythical interpretation of technology
- (4) scepticism towards technology

**QUESTION 4**

Identify the epistemological statement.

- (1) Social reality and natural reality can be studied in the same way
- (2) Social reality is inherently meaningful
- (3) Human beings are reflexive
- (4) Patriarchy is common in traditional societies
- (5) Hidden structures mask the true nature of social reality

**QUESTION 5**

Research on juvenile delinquency would be regarded as interpretive if it

- (1) establishes a causal relationship between juvenile delinquency and poverty
- (2) treats juvenile delinquency as a fact
- (3) provides reasons for juvenile delinquency
- (4) focuses on causation rather than description
- (5) treats juvenile delinquency as a construction of meaning

**QUESTION 6**

In the context of positivism, value freedom implies that

- (a) values are not important for positivists to research
  - (b) positivists distance themselves in research from their own values
  - (c) objective findings can be made about social reality
  - (d) the values of the positivist must take precedence in the research process
  - (e) objectivity is pursued by using standardised research procedures
- (1) (a) (c) (e)
  - (2) (a) (d) (e)
  - (3) (b) (c) (d)
  - (4) (b) (c) (e)
  - (5) (c) (d) (e)

**QUESTION 7**

Which of the following statements are true with regard to theories in the social sciences?

- (a) Theories can describe or explain a phenomenon.
- (b) Theories are broader in scope than approaches
- (c) The level of abstraction of theories can differ
- (d) Theories guide research
- (e) Theories are speculations

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (a) (c) (e)
- (5) (b) (c) (d)

**QUESTION 8**

Which of the following concepts reflects the highest level of abstraction?

- (1) age
- (2) gender
- (3) alienation
- (4) educational level
- (5) income

**QUESTION 9**

Which of the following statements are true?

- (a) Theory inductively guides research
- (b) Research deductively builds theory
- (c) Theory deductively guides research
- (d) Research inductively builds theory

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

**QUESTION 10**

If a negative relationship exists between variables in a hypothesis, it implies that

- (1) the two variables are not related
- (2) as the value of one variable decreases, the other variable also decreases in value
- (3) there is only a weak relationship between the two variables
- (4) as the value of one variable decreases, the other variable increases in value

**QUESTION 11**

The scope of a theory

- (a) increases as the level of abstraction increases
  - (b) refers to the generalisability of the theory
  - (c) is associated with a specific domain of analysis
  - (d) refers to the social reality which is studied empirically
- (1) (a) (b)
  - (2) (a) (d)
  - (3) (b) (c)
  - (4) (c) (d)
  - (5) (a) (b) (c) (d)

**QUESTION 12**

Identify the statement(s) that has/have the potential to be a **social law**

- (a) If we exert less force on an object, it will move slower
  - (b) The suicide rate decreases as the level of social integration increases
  - (c) Men are sexist
  - (d) Intelligence is an inherited attribute
- (1) (a) (b)
  - (2) (c) (d)
  - (3) (a) (b) (d)
  - (4) (c)
  - (5) (b)

**QUESTION 13**

In social science basic research tries to . . . about our social world

- (1) support or reject theories
- (2) explain social relationships
- (3) interpret changes in communities
- (4) enhance new scientific knowledge
- (5) all of the above are applicable

**QUESTION 14**

Cross-sectional studies concentrate on the .. . of the problem being investigated

- (1) structuring
- (2) repeatability
- (3) here and now
- (4) reliability and validity

**QUESTION 15**

A student conducts research on crimes against women in South Africa. She wants to give an accurate profile of the respondents, provide information about the phenomenon and describe successive phases that occur during these crimes. She is conducting . . . research

- (1) descriptive
- (2) explanatory
- (3) time-series
- (4) exploratory

**QUESTION 16**

One of the main points of criticism against basic research is that it does not

- (1) create a basis for the application of knowledge
- (2) create a basis for the application of insight
- (3) provide a basis for policies
- (4) provide short term practical solutions

**QUESTION 17**

A characteristic of . . . research is that the findings accept or reject theoretical propositions

- (1) quantitative
- (2) qualitative

**QUESTION 18**

When researchers concentrate on adapting to complex situations as they unfold, attempting to understand a phenomenon in its social, cultural and historical context, apply inductive data-analyses techniques and focus on grounded theory, then they are busy with

- (1) triangulation
- (2) quantitative research
- (3) experimental research
- (4) qualitative research

**QUESTION 19**

Which behavioural norm does the researcher in the following scenario **ignore**?

In a report of a survey conducted among prisoners, the researcher neglects to state how the sample of respondents was drawn

- (1) respect
- (2) disinterestedness
- (3) communality
- (4) universalism

**QUESTION 20**

When the Hawthorne effect occurs during a research study, this effect will influence

- (1) the duration of the study
- (2) potential harm
- (3) informed consent
- (4) internal validity

**QUESTION 21**

The use of a hidden camera when conducting a face-to-face interview usually amounts to

- (1) an unethical practice
- (2) the protection of privacy
- (3) voluntary participation
- (4) avoiding personal constraints

**QUESTION 22**

Which behavioural norm or principle is being described in this quotation?

"The norm of . . . . . has been hono[u]red for a given project when all research, including its means, ends, motives and consequences can be evaluated according to predetermined standards set by a scholarly community" (Smith 1988:284)

- (1) respect
- (2) disinterestedness
- (3) universalism
- (4) communality

**QUESTION 23**

Identify four situational factors that apply when we make judgements about ethics in research

- (a) the methods we use to collect data
  - (b) the goal of the research study
  - (c) our intentions as researchers
  - (d) the consequences of the research
  - (e) the use of probability sampling
  - (f) comparing responses based on gender
- (1) (a) (b) (c) (d)
  - (2) (b) (c) (e) (f)
  - (3) (c) (d) (e) (f)
  - (4) (a) (d) (e) (f)

**QUESTION 24**

When considering the ethical requirements that apply to conducting research, which factor can pose a risk to respondents'/participants' right to privacy?

- (1) the researcher's gender
- (2) obtaining prior informed consent
- (3) the researcher's language preference
- (4) the place where the research is conducted
- (5) conducting a debriefing interview

**QUESTION 25**

The following factors should be taken into account to ensure that the research design is coherent

- (a) the meaning of social phenomena
- (b) the purpose and use of the research
- (c) the data-collection and data-analysis techniques

- (1) (a) (b)
- (2) (a) (b) (c)
- (3) (b) (c)
- (4) (a) (c)

**QUESTION 26**

Suppose a researcher has an expectation about how a study will turn out, and the study does in fact turn out that way because of his beliefs. This is called

- (1) the Hawthorne effect
- (2) the regression effect
- (3) selection bias
- (4) none of the above

**QUESTION 27**

What research design is described in this scenario?

A researcher working for an advertising company wants to investigate whether people are more inclined to buy a new product when they have been informed of the advantages of the product, than before being informed. She selects a sample and measures their willingness to buy the product by means of a questionnaire. She then randomly assigns each person to an experimental group (who receives more information on the product) and a control group (who receives no additional information on the product). After the information session, she again measures the willingness of the two groups to buy the product.

This is an example of a \_\_\_\_\_ design

- (1) pre-experimental
- (2) posttest only control group
- (3) quasi-experimental
- (4) pretest-posttest control group



**QUESTION 28**

Which of the following is a defining characteristic that must be present in a true experimental design?

- (1) using a random sample of subjects
- (2) including a pretest and a posttest in the study
- (3) random assignment of subjects to groups
- (4) subjecting each subject to two treatment conditions

**QUESTION 29**

Read the following study and identify what the researcher wanted to achieve in designing this study

A researcher wants to find out how teachers experience cases of child abuse. He decides to conduct open-ended, in-depth interviews with teachers (either individually or in groups) in which he will ask them to tell him about their thoughts on and experiences with child abuse.

The researcher wanted to

- (1) ensure reliability by maintaining a proper scientific distance from the research participants
- (2) encourage research participants to talk openly by listening to them empathically
- (3) participate in teachers' experiences so that he can understand them empathically
- (4) use objective data-gathering techniques to determine own experiences empathically

**QUESTION 30**

Which characteristic of qualitative designs is reflected in the following?

A researcher is investigating the experiences of victims of a natural disaster. She conducts in-depth, open interviews with a limited number of the victims, trying to understand the experiences of the particular individuals interviewed. These interviews are then analysed in detail.

- (1) scope
- (2) flexibility
- (3) accuracy
- (4) outcome

**QUESTION 31**

Random selection is used in . . . . sampling

- (1) quota
- (2) judgemental
- (3) cluster
- (4) accidental

**QUESTION 32**

A sample of 250 members is randomly selected from the data records of a professional body

This is an example of . . . . sampling

- (1) simple random
- (2) stratified random
- (3) systematic
- (4) cluster

**QUESTION 33**

A researcher is studying the various domains of life and the importance of those domains to people. He fails to take into account the age of the respondents when determining the sample.

This is an example of

- (1) chance factor error
- (2) bias in selection
- (3) non-response error
- (4) response error

**QUESTION 34**

A representative sample

- (1) consists of at least 500 elements
- (2) must be a random sample
- (3) is defined as the inverse of the square root of the sample size
- (4) reflects the crucial characteristics of a population

**QUESTION 35**

A researcher studying leadership selects 30 business practitioners to investigate management practices

Which of the following sampling techniques is applicable?

- (1) quota
- (2) systematic
- (3) convenience
- (4) purposive

**QUESTION 36**

A researcher selects all the clients that enter a health clinic between 08 00 and 09 00

What sampling technique did the researcher use?

- (1) purposive
- (2) simple random
- (3) quota
- (4) convenience

**QUESTION 37**

The item below is to be used in a self-administered questionnaire. However, it contains problems which should be avoided

We should not criticise the minister for the anti-smoke legislation

The above item is problematic because it

- (a) is double-barrelled
  - (b) contains loaded language
  - (c) is a negative statement
  - (d) contains a vague agent of action
- (1) (a) (b)
  - (2) (b) (c)
  - (3) (c) (d)
  - (4) (a) (d)

**QUESTION 38**

Which level of measurement is being used in the following scenario?

A survey is done to determine which websites men visit (such as news), compared to women (such as health issues). In an electronic questionnaire, Internet users are asked to identify their gender (male versus female)

The level of measurement being used, is

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

**QUESTION 39**

These type of questions are included in a questionnaire so that some respondents are required to answer them whereas others are required to ignore them

- (1) ranking questions
- (2) contingency questions
- (3) filter questions
- (4) inventory questions

**QUESTION 40**

You have compiled a questionnaire to test how employees in one organisation feel about new job evaluation and performance appraisal procedures

Which method would you use to evaluate the reliability of the measuring scales?

- (1) intercoder method
- (2) equivalent-forms method
- (3) test-retest method
- (4) split-half method

**QUESTION 41**

Unobtrusive observations (in field research) occur when

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorn effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

**QUESTION 42**

This statement is to be used in a self-administered questionnaire. It is problematic because it is a/an \_\_\_\_\_ statement

Some groups accept that all television news items are literally true while others believe that news should be interpreted contextually

- (1) double-barrelled
- (2) complex
- (3) lengthy
- (4) unwarranted

**QUESTION 43**

You are creating a frequency distribution of the gender of students in your study group. In what chronological order would you do the following?

- (a) Make a tally mark for every student in a particular category (male or female)
- (b) List the relevant categories (male and female)
- (c) Add the tally marks to get the total frequency for each category

- (1) (a) (b) (c)
- (2) (b) (a) (c)
- (3) (a) (c) (b)
- (4) (b) (c) (a)

**QUESTION 44**

The maximum possible score for an examination question paper in a specific second-year module at Unisa is 75

Which statistic would be useful if a lecturer wants to know how many students scored below 40 on this paper?

- (1) percentage
- (2) cumulative frequency
- (3) class interval
- (4) tally

**QUESTION 45**

A researcher is conducting a study on serious crimes. The relevant variable is 'type of crime' and the researcher obtains data on the number of crimes in a specific area for a specified time period. She distinguishes between murder, armed robbery and assault.

What type of graph would best display the frequency distribution of the crimes?

- (1) bar chart
- (2) histogram
- (3) X-Y plot
- (4) polygon

**QUESTION 46**

Which measure(s) of central tendency is/are the largest for the following set of data?

4    6    8    8    14

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**QUESTION 47**

Standard deviation is sometimes preferred to variance because it is

- (1) a measure of variability
- (2) in original units of measurement
- (3) easier to calculate
- (4) an indication of the spread of scores

**QUESTION 48**

A researcher finds the following correlation coefficients between income, family size and education. Which correlation coefficient indicates the strongest linear relation among the variables?

income and family size +0,23  
income and education +0,45  
family size and education -0,49

- (1) +0,23
- (2) +0,45
- (3) - 0,49
- (4) not enough information is provided

**QUESTION 49**

Qualitative data analysis refers to

- (1) numerical processes of examining and interpreting of data in order to elicit meaning, gain understanding, and develop empirical knowledge
- (2) nonnumerical processes of examining and interpreting of data in order to elicit meaning, gain understanding, and develop empirical knowledge
- (3) the coding or assigning of certain numbers to the categories of a variable
- (4) process of transforming raw data into a format that can be used in a computer analysis

**QUESTION 50**

Qualitative data analysis is about organising or . . . the masses of information acquired during the process of data collection in such a way that the themes/categories and interpretations that emerge from this process address the research problem(s) and the ensuing question(s) posed at the outset of the research

- (1) de-contextualising
- (2) re-contextualising

**QUESTION 51**

In literature, the process of qualitative data analysis is described as

- (a) eclectic
- (b) nonlinear
- (c) a lengthy process
- (d) a messy process

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (b) (c)
- (5) (a) (b) (c) (d)

**QUESTION 52**

A/an \_\_\_\_\_ process entails moving from observations or data towards generalisations, hypotheses and theory

- (1) inductive
- (2) deductive
- (3) critical
- (4) judgemental

**QUESTION 53**

Which statement below **does not** fit the task description of qualitative researchers?

Qualitative researchers

- (1) aim to understand and interpret how the various participants in a social setting construct the world around them
- (2) aim to give privilege to the perspectives of the research participants
- (3) label the perspectives of participants, count the number of perspectives and express them as frequencies and percentages
- (4) concern themselves with whether participants' perspectives have been authentically represented in the research process and the interpretations made from the information gathered
- (5) concern themselves with whether the findings are consistent in the sense that they "fit" the data and the social context from which they were derived



**QUESTION 54**

In **practice**, when does the process of qualitative data analysis tends to commence?

- (1) Data analysis routinely starts prior to the first interview
- (2) The process of data analysis commences when the process of data collection begins
- (3) Data analysis will be conducted as an activity concurrently with data collection, data interpretation, and narrative report writing
- (4) The process of data analysis commences once data saturation becomes noticeable

**QUESTION 55**

Which type of reasoning is a researcher using in a report in which he first gives an overview of the mass media as a source of information and then deals with an analysis of specific media preferences by respondents?

- (1) inductive
- (2) deductive
- (3) critical
- (4) judgmental

**QUESTION 56**

Identify the three primary functions of a research report

The functions of a research report are to

- (a) expand scientific understanding
  - (b) point to areas needing further research
  - (c) discover new scientific concepts
  - (d) transfer scientific knowledge
- (1) (a) (b) (c)
  - (2) (a) (b) (d)
  - (3) (a) (c) (d)
  - (4) (b) (c) (d)

**QUESTION 57**

The introduction to a research report should

- (1) be written comprehensively, so that it is equal in length to other sections
- (2) comprise the problem, the method used and research findings
- (3) be written after the body of the report has been completed
- (4) contain a brief summary of the essential findings of the research

**QUESTION 58**

Which of the following should be presented in the appendices to a research report?

- (1) relevant quotations
- (2) addresses of participants
- (3) references
- (4) calculations

**QUESTION 59**

When writing a journal article, theoretical background to the research should be located in the

- (1) abstract
- (2) methodology
- (3) literature review
- (4) interpretation

**QUESTION 60**

Which ethical requirement is met by the following?

A researcher shows sensitivity by **not** revealing the names of tuberculosis patients in a published report

- (1) generalisability
- (2) utility
- (3) feasibility
- (4) anonymity

**TOTAL: [60]**

UNIVERSITY EXAMINATIONS

UNIVERSITEITSEKSAMENS



# **RSC2601 FIRST PAPER**

( 496990)    October/November 2011

## **RESEARCH IN SOCIAL SCIENCES**

Duration    2 Hours

60 Marks

**EXAMINERS :**  
FIRST

PROF GH VAN RENSBURG  
PROF GE DU PLESSIS  
PROF R VAN EEDEN  
MS L VAN DYK  
PROF P KRUGER

PROF AH ALPASLAN  
MR DJ WIGSTON  
PROF GM DU PLOOY

SECOND

This examination paper consists of 21 pages plus instructions for the completion of a mark-reading sheet.

**This examination paper remains the property of the University of South Africa and may not be removed from the examination room.**

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

This paper consists of sixty multiple-choice questions, which must be answered on the mark-reading sheet. Your mark out of 60 will be converted to a percentage (100 marks) by the computer.

After completing your answers, you must hand in the following.

- (1) The mark-reading sheet
- (2) The examination paper (All pages must be handed in )

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE (RSC2601) AND UNIQUE PAPER NUMBER (496990) ON THE MARK-READING SHEET**

**ANSWER THE FOLLOWING SIXTY MULTIPLE-CHOICE QUESTIONS ON THE MARK-READING SHEET. READ THE ATTACHED INSTRUCTIONS AND FOLLOW THEM CAREFULLY.**

**SUBMIT YOUR COMPLETED MARK-READING SHEET TOGETHER WITH THIS EXAMINATION PAPER.**

### **QUESTION 1**

Personal values and beliefs as a possible barrier to further inquiry is guarded against by scientists

- (a) doing a thorough literature review
- (b) involving a sufficiently large sample of observations
- (c) rigorously testing hypotheses
- (d) sharing research results with fellow scientists

- (1) (a)
- (2) (a) (b)
- (3) (a) (b) (c)
- (4) (c) (d)

### **QUESTION 2**

Identify the potential error in human inquiry illustrated by the following example:

It is concluded that if HIV incidence amongst students at this university is low it should also be the case at other universities

- (1) inaccurate observation
- (2) the "halo" effect
- (3) overgeneralisation
- (4) ego involvement in understanding

### **QUESTION 3**

A boy convinces his family members that a strange cat visiting their home daily is a sign of a tragedy that is about to happen. This is an example of

- (1) authority
- (2) mysticism
- (3) common sense
- (4) overgeneralisation

**QUESTION 4**

Research on juvenile delinquency would be regarded as interpretive if it

- (1) establishes a causal relationship between juvenile delinquency and poverty
- (2) treats juvenile delinquency as a fact
- (3) provides reasons for juvenile delinquency
- (4) focuses on causation rather than description
- (5) treats juvenile delinquency as a construction of meaning

**QUESTION 5**

To which of the following approaches to research does the description below refer?

"It is essential to consider shared meanings in order to understand social reality"

- (1) positivism
- (2) interpretivism
- (3) critical approach
- (4) feminist approach
- (5) postmodernism

**QUESTION 6**

Which of the following statements are true?

Critical social scientists and feminist researchers

- (a) may sometimes use the same data-collection method
  - (b) pursue value freedom in research
  - (c) both depart from a male-centric view of the world
  - (d) are both opposed to what they believe to be oppressive social structures
- (1) (a) (b)
  - (2) (b) (c)
  - (3) (c) (d)
  - (4) (a) (d)
  - (5) (b) (d)

**QUESTION 7**

Which of the following statements are true with regard to theories in the social sciences?

- (a) Theories can describe or explain a phenomenon
- (b) Theories are broader in scope than approaches
- (c) The level of abstraction of theories can differ
- (d) Theories guide research
- (e) Theories are speculations

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (a) (c) (e)
- (5) (b) (c) (d)

**QUESTION 8**

Which of the following statements are true?

In social science research deduction is the process of reasoning whereby

- (a) general statements are made from specific evidence
- (b) one moves from the abstract to the concrete
- (c) general principles are linked to specific contexts
- (d) abstract statements are derived from concrete evidence

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (d)

**QUESTION 9**

Read the following hypothesis and identify the independent variable

Women are more in favour of birth control than men

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

**QUESTION 10**

The words in **bold** are an example of an independent variable in which of the following statements?

- (1) One's **state of health** depends on one's income
- (2) Severe stress leads to **personality disintegration**
- (3) Revolutions are caused by **relative deprivation**
- (4) **Neurotic behaviour** is caused by early childhood experiences
- (5) Malnutrition is a cause of a **depressed immune system**.

**QUESTION 11**

Which of the following statement(s) is/are correct?

The formulation of a research problem

- (a) often draws on theoretical insights
  - (b) narrows the focus of the research topic
  - (c) identifies an empirical and/or a conceptual issue to be researched
- (1) (a)
  - (2) (b) (c)
  - (3) (c) (d)
  - (4) (a) (b)
  - (5) (a) (b) (c)

**QUESTION 12**

In social science research, concepts

- (a) never change their meaning
  - (b) are related to theory
  - (c) are used to describe a phenomenon
  - (d) are used to identify a phenomenon
  - (e) are concrete
- (1) (a) (b) (c)
  - (2) (b) (c) (d)
  - (3) (c) (d) (e)
  - (4) (a) (b) (c) (d)
  - (5) (a) (b) (d) (e)

**QUESTION 13**

If an investigation is repeated and the results are similar, then the research is

- (1) valid
- (2) reliable
- (3) flexible
- (4) real

**QUESTION 14**

A true experiment requires the following

- (a) control
- (b) manipulation
- (c) randomisation
- (d) double-blind procedure

- (1) (a) (b)
- (2) (c) (d)
- (3) (a) (b) (c)
- (4) (a) (b) (c) (d)

**QUESTION 15**

To gather details of a situation, a researcher should conduct .. . . research

- (1) descriptive
- (2) evaluation
- (3) explanatory
- (4) longitudinal

**QUESTION 16**

Which of the following data-collection techniques are mostly used in quantitative research?

- (a) participant observation
- (b) questionnaires
- (c) structured interviews
- (d) semi-structured interviews

- (1) (a) (b)
- (2) (b) (c)
- (3) (a) (c)
- (4) (a) (b) (c) (d)



**QUESTION 17**

The units of analysis in \_\_\_\_\_ research are characterised by the following statement

The whole is always more than the sum of the parts

- (1) quantitative
- (2) qualitative

**QUESTION 18**

Which of the following types of research is **less** applicable in qualitative research?

Research that

- (1) makes in-depth inquiries into complexities and processes
- (2) can be done by means of an experiment
- (3) tries to explore why the current policy and practice do not work
- (4) investigates an unknown phenomenon

**QUESTION 19**

Which behavioural norm or principle is being described below?

The researcher should **not** undertake research for financial rewards only

- (1) voluntary participation
- (2) disinterestedness
- (3) informed consent
- (4) freedom from harm

**QUESTION 20**

Which methodological aspect that has ethical implications is **ignored** in the following scenario?

The local government appoints you on a contract basis to conduct a survey among sex workers (prostitutes) in two sex clubs. You obtain direct consent from the management of the two clubs. Some of the employees fear that they may be dismissed and as a result pretend to be very satisfied with their employment conditions and remuneration.

- (1) Hawthorne effect
- (2) voluntariness
- (3) competency
- (4) universalism

**QUESTION 21**

Which ethical problem can be created when a researcher decides to use secondary data instead of consulting primary data?

- (1) justice
- (2) bias
- (3) consent
- (4) anonymity

**QUESTION 22**

Which of the following behavioural norms would **mainly** regulate your response, from an ethical point of view, to the following request?

The Department of Education requests you, as a teacher, to forward a detailed record of your learners' reactions to specific outcomes-based educational tasks, over a period of nine months.

- (1) respect for privacy
- (2) organised skepticism
- (3) disinterestedness
- (4) universalism

**QUESTION 23**

Select factors that can impose a risk on subjects' right to privacy, when conducting research

- (a) the researcher's gender
- (b) the sensitivity of the information
- (c) obtaining prior informed consent
- (d) the researcher's language preference
- (e) the setting where the research is conducted
- (f) how widely the findings are published
- (g) conducting a debriefing interview

- (1) (a) (b) (e)
- (2) (f) (g)
- (3) (b) (e) (f)
- (4) (c) (d)

**QUESTION 24**

Ensuring that participants in field research are not harmed, their consent has been obtained and their privacy ensured, are ethical issues that relate to

- (1) behavioural norms of disinterestedness
- (2) the accurate reporting of findings
- (3) the personal motives of the researcher
- (4) basic human rights

**QUESTION 25**

The aim of the research design is to

- (1) provide fixed guidelines
- (2) select the subjects for the study
- (3) ensure valid conclusions
- (4) explain why something is happening

**QUESTION 26**

If the steps in the research process are executed in a sequential manner with little change to the original research design, the main aim of the study would probably be to

- (1) determine the relationship between variables
- (2) interpret the meaning of social phenomena
- (3) measure different dependent and independent variables
- (4) provide a rich description of subjective experiences

**QUESTION 27**

What research design is described in this scenario?

A researcher working for an advertising company wants to investigate whether people are more inclined to buy a new product when they have been informed of the advantages of the product, than before being informed. She selects a sample and measures their willingness to buy the product by means of a questionnaire. She then randomly assigns each person to an experimental group (who receives more information on the product) and a control group (who receives no additional information on the product). After the information session, she again measures the willingness of the two groups to buy the product.

This is an example of a \_\_\_\_\_ design

- (1) pre-experimental
- (2) posttest only control group
- (3) quasi-experimental
- (4) pretest-posttest control group

**QUESTION 28**

A quantitative research design involving treatment of two groups, where the respondents decide to which group they want to belong, is called a/an \_\_\_\_\_ design.

- (1) posttest only control group
- (2) quasi-experimental
- (3) voluntary
- (4) experimental

**QUESTION 29**

Read the following study and identify what the researcher wanted to achieve in designing this study

A researcher wants to find out how teachers experience cases of child abuse. He decides to conduct open-ended, in-depth interviews with teachers (either individually or in groups) in which he will ask them to tell him about their thoughts on and experiences with child abuse.

The researcher wanted to

- (1) ensure reliability by maintaining a proper scientific distance from the research participants
- (2) encourage research participants to talk openly by listening to them empathically
- (3) participate in teachers' experiences so that he can understand them empathically
- (4) use objective data-gathering techniques to determine own experiences empathically

**QUESTION 30**

How are the research question and the method addressed in the following scenario?

A researcher asks a group of outpatients suffering from depression to keep a diary in which they write once a week. After three months, the researcher analyses the content of the diaries to try and identify common themes. The findings are presented in a report to the staff at the hospital who are involved with these patients.

- (1) The research question is specified, but the method is adaptable.
- (2) The method is described, but the research question is fairly open.
- (3) Both the research question and the method are clearly specified.
- (4) Neither the research question, nor the method is specified.

**QUESTION 31**

Selecting the first 100 people crossing a street, is an example of . . . sampling

- (1) convenience
- (2) purposive
- (3) theoretical
- (4) snowball

**QUESTION 32**

The first 20 male and the first 20 female smokers entering a hall, are selected to participate in a research study. This is an example of \_\_\_\_\_ sampling.

- (1) snowball
- (2) quota
- (3) purposive
- (4) theoretical

**QUESTION 33**

Which of the following statements with regard to sampling is true?

- (1) A random sample is one in which 50% of the elements of a population have an equal chance of being sampled.
- (2) When hourly observations are made, you are in fact using a random sampling method.
- (3) Random sampling in social sciences is the least expensive and most time-consuming strategy for selecting a sample.
- (4) If a sample is representative, it yields valid data for making generalisations about the population from which it was drawn.

**QUESTION 34**

Of which method of sampling is the following an example?

If a researcher wishes to study all cancer patients in the country, she may identify groups of hospitals that have cancer wards in the different provinces of the country. A sample of these hospitals could then be drawn, from which a sample of patients could ultimately be selected.

- (1) snowball sampling
- (2) cluster sampling
- (3) simple random sampling
- (4) convenience sampling

**QUESTION 35**

A nonrandom sample that is proportionately selected according to pre-specified characteristics, such as gender or ethnicity, is called a \_\_\_\_\_ sample

- (1) cluster
- (2) stratified random
- (3) quota
- (4) purposive

**QUESTION 36**

A unit from a specific population about which information is obtained is a/an \_\_\_\_\_

- (1) sample
- (2) element
- (3) parameter
- (4) subset

**QUESTION 37**

The item below is to be used in a self-administered questionnaire. However, it contains a problem which should be avoided.

What do you think about your local community newspaper?

The above item is problematic because of the following reason:

- (1) an open question is not appropriate
- (2) options, such as a scale must be used
- (3) only one logical answer can be given
- (4) the question is vague

**QUESTION 38**

When using a Likert scale to evaluate respondents' opinions about a health issue, which level of measurement are you applying?

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

**QUESTION 39**

Which type of question is illustrated in the following scenario?

You are the corporate communication manager of a large company and you want to establish how management can improve its communication with employees about the affirmative action policy. You ask one of the respondents the following question:

"Pretend that you stand in the shoes of a member of management of this company. What changes would you make to improve communication between management and employees regarding the affirmative action policy?"

The above scenario contains a/an . . . question

- (1) filter
- (2) open
- (3) contingency
- (4) follow-up

**QUESTION 40**

Which method would you use to evaluate whether the questionnaire used in the following scenario is reliable?

You have compiled a questionnaire which you want to use to determine the opinions of patients regarding services received at a local hospital. You present the questionnaire to every 10<sup>th</sup> patient that leaves the hospital.

You would use the . . . method

- (1) intercoder
- (2) concurrent
- (3) test-retest
- (4) split-half

**QUESTION 41**

An advantage of using telephonic interviews is that

- (1) diverse opinions can be obtained whilst pretesting a measuring instrument
- (2) a sensitive topic can be researched
- (3) the time it takes to collect data is short
- (4) an interpersonal rapport can be established between interviewer and respondents



**QUESTION 42**

The item below is to be used in a self-administered questionnaire. However, it contains a problem which should be avoided.

Four basic types of religious groups are recognised in society.

Do you also agree with this statement?

The above item is problematic because it

- (1) is a double-barrelled statement
- (2) contains loaded language
- (3) is a negative statement
- (4) contains an incomplete question

**QUESTION 43**

You are creating a frequency distribution of the gender of students in your study group. In what chronological order would you do the following?

- (a) Make a tally mark for every student in a particular category (male or female)
- (b) List the relevant categories (male and female)
- (c) Add the tally marks to get the total frequency for each category

- (1) (a) (b) (c)
- (2) (b) (a) (c)
- (3) (a) (c) (b)
- (4) (b) (c) (a)

**QUESTION 44**

The procedures used to make generalisations about the population, based on the results of a sample, are referred to as

- (1) generalisations
- (2) descriptive statistics
- (3) inferential statistics
- (4) coding

**QUESTION 45**

Which best describes the cumulative frequency distribution of the age of readers of a magazine?

- (1) a table of the number of readers 18 and younger, 19 to 22, etcetera
- (2) a graph of the ages of readers arranged from young to old
- (3) the total of all ages divided by the number of readers
- (4) the standard deviation indicating the spread of the age distribution

**QUESTION 46**

The following set of data represents the ages of a group in a research project. Which measure of central tendency would be the most appropriate for this set of data where some of the scores differ a great deal from the other scores?

12 13 13 15 16 16 16 18 28 32

- (1) mean
- (2) median
- (3) mode
- (4) typical value

**QUESTION 47**

Which measure(s) of central tendency is/are the smallest for the following set of data?

4 6 8 16 16

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**QUESTION 48**

A researcher finds the following correlation coefficients between income, family size and education Which correlation coefficient indicates the strongest linear relation among the variables?

income and family size: +0,23  
income and education +0,45  
family size and education: -0,49

- (1) +0,23
- (2) +0,45
- (3) - 0,49
- (4) not enough information is provided

**QUESTION 49**

You are one of the lecturers for a research methodology course. A student asks you for tips that will assist reading through all the transcribed interviews successfully

Which of the following tips would you share with the student?

- (a) If the transcripts are too extensive, do not attempt to read them all at once
- (b) When your mind starts to wander, or you become impatient, or start feeling uninterested, it is time to pause.
- (c) Refrain from reading the transcripts from the beginning of the document If you always confine your energy to the first section of your data, you are more likely to exclude or overlook valuable information from later sections

- (1) (a) (b)
- (2) (c)
- (3) (b) (c)
- (4) (a) (b) (c)

**QUESTION 50**

In **practice**, when does the actual process of qualitative data analysis tend to commence?

- (1) Data analysis routinely starts prior to the first interview
- (2) The process of data analysis commences when the process of data collection begins
- (3) Data analysis will be conducted as an activity concurrently with data collection, data interpretation, and narrative report writing
- (4) The process of data analysis commences once data saturation becomes noticeable

**QUESTION 51**

Which statement below best defines the concept "data saturation"?

Data saturation means

- (1) the researcher is tired
- (2) the participants are tired
- (3) that there are no participants left to interview and/or to observe
- (4) that patterns and themes start recurring and no new information emerges

**QUESTION 52**

You are invited to deliver a paper at an International Conference on Qualitative research. The topic of your paper is: "Guidelines to keep in mind when including storylines/direct quotations from the transcribed interviews in the research report."

Which of the following guidelines will you include in your paper?

- (a) Quotations should be linked to the related text (e.g. theme, category and/or literature)
- (b) The context surrounding the quotations should be clarified
- (c) The quotations should be interpreted so that the readers can understand why the quotations are used
- (d) The quotations should usually be relatively short in length, as long quotations are often vague in meaning

- (1) (b) (c)
- (2) (a) (d)
- (3) (a) (b) (c)
- (4) (b) (c) (d)
- (5) (a) (b) (c) (d)

**QUESTION 53**

Choose the correct word to complete the sentence

Qualitative data analysis is about organising or . . . . . the masses of information acquired during the process of data collection in such a way that the themes/categories and interpretations that emerge from this process address the research problem(s) and the ensuing question(s) posed at the outset of the research.

- (1) de-contextualising
- (2) re-contextualising

**QUESTION 54**

Which option(s) describe(s) the eventual outcome of qualitative data analysis, implying that the body of data did not merely become smaller and more manageable in the analysis process because there was less to deal with, but this becoming *smaller and manageable* was the result of interpretation and organisation.

- (a) data condensation
- (b) data distillation

- (1) (a)
- (2) (b)
- (3) (a) (b)

**QUESTION 55**

You are busy writing a research report for an academic journal. Given below is a list of aspects which you have included in your report. What is the best sequence for presenting these aspects of your report?

- (a) method
- (b) interpretation
- (c) results
- (d) abstract
- (e) literature review

- (1) (d) → (a) → (e) → (b) → (c)
- (2) (e) → (a) → (b) → (c) → (d)
- (3) (d) → (e) → (a) → (c) → (b)
- (4) (e) → (a) → (c) → (b) → (d)

**QUESTION 56**

The introduction to a research report is usually written last because you need to

- (1) allow for accurate reporting on the main points of your report
- (2) provide a deeper understanding of the analytical process
- (3) reflect on the body and contents of your report
- (4) ensure you have said something important

**QUESTION 57**

Reports on research in the mass media are usually limited to findings and sampling because

- (a) newspapers need to make the research sensational
- (b) journalists have different perspectives on what is important
- (c) the general public does not understand academic jargon
- (d) the general public is not always interested in the details of research

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (b) (c) (d)

**QUESTION 58**

In terms of length and complexity, which type of research report would be the most extensive?

- (1) journal article
- (2) in-house publication
- (3) dissertation and thesis
- (4) mass-media report

**QUESTION 59**

In a research report the researcher fails to indicate how a sample was drawn from a population of respondents living in an informal settlement. You would criticise the above because the following scientific criterion of the study **cannot** be confirmed

- (1) external validity
- (2) time-dimension
- (3) objectives
- (4) problem statement

**QUESTION 60**

In which part of a research report are the descriptive statistics and findings normally reported?

- (1) abstract
- (2) discussion
- (3) results
- (4) appendices

**TOTAL: [60]**

**RSC2601**

( 491955)

May/June 2012

**RESEARCH IN SOCIAL SCIENCES**

Duration 2 Hours

60 Marks

EXAMINERS  
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### **QUESTION 1**

Personal values and beliefs as a possible barrier to further inquiry is guarded against by scientists

- (a) doing a thorough literature review
- (b) involving a sufficiently large sample of observations
- (c) rigorously testing hypotheses
- (d) sharing research results with fellow scientists

- (1) (a)
- (2) (a) (b)
- (3) (a) (b) (c)
- (4) (c) (d)

### **QUESTION 2**

Which of the following statements are true?

Establishing norms for professional researchers

- (a) is valid because it can increase the researchers' chances to discover truth
- (b) is a way whereby the government or other authoritative bodies can control and restrict research on sensitive issues
- (c) is necessary to ensure that the scientific community does not harm the rights of others
- (d) forms guidelines for proper conduct

- (1) (a) (d)
- (2) (a) (b) (d)
- (3) (b) (c)
- (4) (a) (c) (d)

**QUESTION 3**

What research norm is reflected in the following scenario?

A report on the results and recommendations of an investigation into examination preparation problems experienced by a sample of Unisa students, is circulated amongst knowledgeable researchers and academics in South Africa and overseas for comment

- (1) honesty
- (2) transparency
- (3) communalism
- (4) organised scepticism

**QUESTION 4**

A researcher finds that the anticipated pre-abortion counselling of pregnant women seldom takes place in a particular clinic. Due to outside pressure she decides to adjust the results so as to create a positive picture. This researcher

- (1) trespasses the norms of science
- (2) considers the feelings of others
- (3) does not want to create problems for herself or others
- (4) uses common sense to promote her status amongst certain political leaders

**QUESTION 5**

Which two of the following statements best describe methodology?

Methodology

- (a) is what social scientists discover about the nature of reality
- (b) studies the characteristics of knowledge
- (c) is the logic on which research is based
- (d) provides social scientists with the necessary know how for research

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

**QUESTION 6**

People's dependence on media presentations for understanding the impact of, for example, sophisticated communication technology on their daily lives, is an example of

- (1) media myths
- (2) authority
- (3) mythical interpretation of technology
- (4) scepticism towards technology

**QUESTION 7**

Which of the following statements are true with regard to theories in the social sciences?

- (a) Theories can describe or explain a phenomenon
  - (b) Theories are broader in scope than approaches
  - (c) The level of abstraction of theories can differ
  - (d) Theories guide research
  - (e) Theories are speculations
- (1) (a) (b) (c)
  - (2) (a) (b) (d)
  - (3) (a) (c) (d)
  - (4) (a) (c) (e)
  - (5) (b) (c) (d)

**QUESTION 8**

In social science research deduction is the process of reasoning whereby

- (a) general statements are made from specific evidence
  - (b) one moves from the abstract to the concrete
  - (c) general principles are linked to specific contexts
  - (d) abstract statements are derived from concrete evidence
- (1) (a) (b)
  - (2) (b) (c)
  - (3) (c) (d)
  - (4) (a) (d)

**QUESTION 9**

Read the following hypothesis and identify the independent variable

Women are more in favour of birth control than men

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

**QUESTION 10**

The words in **bold** are an example of an independent variable in which of the following statements?

- (1) One's **state of health** depends on one's income
- (2) Severe stress leads to **personality disintegration**
- (3) Revolutions are caused by **relative deprivation**
- (4) **Neurotic behaviour** is caused by early childhood experiences
- (5) Malnutrition is a cause of a **depressed immune system**

**QUESTION 11**

The scope of a theory

- (a) increases as the level of abstraction increases
  - (b) refers to the generalisability of the theory
  - (c) is associated with a specific domain of analysis
  - (d) refers to the social reality which is studied empirically
- (1) (a) (b)
  - (2) (a) (d)
  - (3) (b) (c)
  - (4) (c) (d)

**QUESTION 12**

Identify the statement(s) that has/have the potential to be a **social law**

- (a) If we exert less force on an object, it will move slower
- (b) The suicide rate decreases as the level of social integration increases
- (c) Men are sexist
- (d) Intelligence is an inherited attribute

- (1) (a) (b)
- (2) (c) (d)
- (3) (a) (b) (d)
- (4) (c)
- (5) (b)

**QUESTION 13**

Descriptive research is done to

- (1) give details of a situation
- (2) explain phenomena
- (3) determine causality
- (4) investigate a new field

**QUESTION 14**

When research is conducted to support theories, to explain social relations, to explain changes in communities and to advance new scientific knowledge regarding society, it is known as \_\_\_\_\_ research

- (1) basic
- (2) applied
- (3) action
- (4) longitudinal

**QUESTION 15**

A researcher conducts research to determine the possible effects of integrating the police and prison services into one state department. This type of research is best described as \_\_\_\_\_ research

- (1) action
- (2) basic
- (3) fundamental
- (4) social impact evaluation

**QUESTION 16**

Which of the following are types of applied research?

- (a) social-impact assessment
- (b) action research
- (c) academic research
- (d) evaluation research

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (a) (b) (d)
- (4) (a) (c) (d)

**QUESTION 17**

A researcher posed the following open-ended question to a respondent during his research project

"What is your view with regard to the re-instatement of the death penalty in South Africa?"

The researcher is conducting \_\_\_\_\_ research

- (1) qualitative
- (2) quantitative
- (3) longitudinal
- (4) feminist

**QUESTION 18**

The use of inductive reasoning is a characteristic of the \_\_\_\_\_ approach

- (1) quantitative
- (2) qualitative

**QUESTION 19**

Identify situational factors that apply when we make judgements about ethics in research

- (a) the methods we use to collect data
- (b) the goal of the research study
- (c) our intentions as researchers
- (d) the consequences of the research
- (e) the use of probability sampling
- (f) comparing responses based on gender

- (1) (a) (b) (c) (d)
- (2) (b) (c) (e) (f)
- (3) (c) (d) (e) (f)
- (4) (a) (d) (e) (f)

**QUESTION 20**

The professional code of conduct to which social workers, psychologists, police officers, nurses and journalists adhere,

- (1) prevents their work from being biased
- (2) regulates their professional behaviour
- (3) protects their rights as researchers
- (4) guides the meaning of ethics in research

**QUESTION 21**

Ensuring that respondents in a survey are **not** harmed, obtaining their consent and ensuring their privacy, are ethical issues that relate to

- (1) behavioural norms of universalism
- (2) solving social problems
- (3) avoiding subjective bias
- (4) basic human rights

**QUESTION 22**

Which ethical issue is being addressed in the following scenario?

Responses recorded on an audiotape during personal interviews are identified with reference to respondents' first names only

- (1) legal competency
- (2) organised skepticism
- (3) do no harm
- (4) protection of privacy

**QUESTION 23**

Which of the following behavioural norms would mainly regulate your response, from an ethical point of view, to the following request?

The Department of Education requests you, as a teacher, to forward a detailed record of your learners' reactions to specific outcomes-based educational tasks, over a period of nine months

- (1) respect for privacy
- (2) organised skepticism
- (3) disinterestedness
- (4) universalism

**QUESTION 24**

Which ethical requirement is neglected by using the following data-collection technique?

As a human resources manager of a large firm you suspect that one of the main reasons why employees are dissatisfied can be ascribed to barriers in the information flow from supervisors to employees in the lower ranks. You set up a series of interviews over a period of six months. Unobtrusive cameras are installed behind a one-way mirror and unbeknown to the employees, the interviews are recorded

- (1) time dimension
- (2) universalism
- (3) privacy
- (4) sampling



**QUESTION 25**

If the original research design is changed while doing the research, this research can be regarded as

- (1) non-sequential
- (2) invalid
- (3) coherent
- (4) quantitative

**QUESTION 26**

A researcher has an expectation about how a study will turn out, and the study does in fact turn out that way because of his beliefs. This is called

- (1) the Hawthorne effect
- (2) the regression effect
- (3) selection bias
- (4) none of the above

**QUESTION 27**

Which of the following is a defining characteristic that must be present in a true experimental design?

- (1) using a random sample of subjects
- (2) including a pretest and a posttest in the study
- (3) random assignment of subjects to groups
- (4) subjecting each subject to two treatment conditions

**QUESTION 28**

Select the research design described in the following scenario

A psychologist evaluates the success of a newly developed treatment for depression using behaviour therapy as a control condition. He randomly assigns clients to the new treatment and the behaviour therapy. After three months of treatment, clients are evaluated in terms of the degree of depression.

- (1) pre-experimental
- (2) posttest only control group
- (3) quasi-experimental
- (4) pretest-posttest control group

**QUESTION 29**

Read the following scenario and select the most appropriate option

A researcher is conducting a study on people's attitudes towards a government project before and after they have attended an information session on the project. He uses raters to assess their attitudes. Which threat to the internal validity of the study arises if the raters become more competent in their ratings after the information session?

- (1) instrumentation
- (2) maturation
- (3) history
- (4) regression effect

**QUESTION 30**

Read the following study and indicate how clear and specific the research design is

A researcher wants to find out what misconceptions primary school teachers in the Gauteng Province in South Africa have about child abuse. She decides to ask four groups of about seven primary school teachers from different schools to discuss a number of fictional case studies involving child abuse. She plans to identify instances of common misconceptions using a coding scheme developed by a previous researcher.

- (1) The research question is clearly specified, but the method is not clearly specified
- (2) The method is clearly specified, but the research question is not clearly specified
- (3) Both the research question and the method are clearly specified
- (4) Neither the research question nor the method is clearly specified

**QUESTION 31**

Probability sampling

- (a) gives each member of the population an equal chance to be selected
- (b) is convenient and economical
- (c) prevents investigator's bias from entering the selection of the sample
- (d) usually allows generalisation

- (1) (a) (b)
- (2) (b) (c) (d)
- (3) (a) (c) (d)
- (4) (a) (b) (c) (d)

**QUESTION 32**

Bias in sampling refers to

- (1) systematic overrepresentation or underrepresentation of one or other segment of the population on the attribute of interest
- (2) lack of heterogeneity in the population with regard to the attribute of interest
- (3) sample selection in nonprobability sampling
- (4) the margin of error in the data obtained from samples

**QUESTION 33**

A specified characteristic such as the mean age of all psychology students at Unisa is called a/an

- (1) sampling frame
- (2) element
- (3) parameter
- (4) mean

**QUESTION 34**

A researcher investigating the career progress of female managers selects 25 women who are managers in large companies

Which of the following sampling techniques did the researcher use?

- (1) quota
- (2) systematic
- (3) purposive
- (4) convenience

**QUESTION 35**

A sample where the first house in a street is randomly selected, whereafter every tenth house in that street is sampled, is called a \_\_\_\_\_ sample

- (1) simple random
- (2) systematic
- (3) convenience
- (4) snowball

**QUESTION 36**

Read the following scenario and select the most appropriate option

A researcher wishes to study individuals suffering from agoraphobia (fear of open spaces). The researcher places an advertisement in the newspaper asking for participants. A total of 50 people respond, of which the researcher randomly selects 30. However, only 15 participants actually turn up for their appointment.

The basic problem confronted by the researcher is that

- (1) the accessible population may differ from the target population
- (2) the sample has been drawn by using an unethical method
- (3) the sample size is too small
- (4) it is impossible to study agoraphobia in a scientific way

**QUESTION 37**

Nonparticipant observation in field research occurs when

- (1) a researcher makes audio recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

**QUESTION 38**

You want to undertake exploratory research to determine if twenty newly appointed employees with disabilities are experiencing work-related problems in an organisation, and if they are, to determine what the nature of these problems are

Which of the following options would be the most appropriate?

- (1) using a self-administered questionnaire
- (2) conducting interviews, using open questions
- (3) using ranking and inventory questions
- (4) using semantic differential scales

**QUESTION 39**

Which method would you use to evaluate whether the questionnaire used in the following scenario is reliable?

You have compiled a questionnaire which you want to use to determine the opinions of patients regarding services received at a local hospital. You present the questionnaire to every 10<sup>th</sup> patient that leaves the hospital.

You would use the \_\_\_\_\_ method

- (1) intercoder
- (2) concurrent
- (3) test-retest
- (4) split-half

**QUESTION 40**

Which of the following questions would be an appropriate open-ended question?

- (1) What kind of opportunities do you have in your present job to use the knowledge gained from higher education?
- (2) Are there plenty of opportunities in your present job to use the knowledge gained from higher education?
- (3) Can you apply the knowledge gained from higher education in your present job?
- (4) Is the knowledge gained from higher education of any value for you in your present job?

**QUESTION 41**

The item below is to be used in a self-administered questionnaire. However, it contains a problem which should be avoided.

Our service to the elderly people in the community should be extended to include daily group discussions.

Select one of the following options that corresponds with your opinion on the above statement.

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above item is problematic because of the following reason:

- (1) The scale used in the item is not appropriate
- (2) The item contains a negative statement
- (3) Reference is made to a vague agent of action
- (4) The item contains a double-barrelled statement

**QUESTION 42**

By asking respondents whether they would vote for candidate A or B, you are applying the following level of measurement:

- (1) ratio
- (2) interval
- (3) nominal
- (4) ordinal

**QUESTION 43**

The purpose of descriptive statistics is to:

- (1) organise and summarise quantitative data
- (2) prove the researcher's claims
- (3) make generalisations about the population
- (4) summarise and report trends in qualitative data

**QUESTION 44**

Thirty participants take part in a study on the effectiveness of a speed-reading course. Before starting the course, each subject is presented with the same document. The time in minutes that it takes to read this document is noted for each subject.

What type of graph would best display the frequency distribution of the reading times?

- (1) histogram
- (2) polygon
- (3) bar chart
- (4) scatterplot

**QUESTION 45**

Which best describes the cumulative frequency distribution of the age of readers of a magazine?

- (1) a table of the number of readers 18 and younger, 19 to 22, etcetera
- (2) a graph of the ages of readers arranged from young to old
- (3) the total of all ages divided by the number of readers
- (4) the standard deviation indicating the spread of the age distribution

**QUESTION 46**

Which measure(s) of central tendency is/are the largest for the following set of data?

4      6      8      8      14

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**QUESTION 47**

Standard deviation is to variability as the \_\_\_\_\_ is to central tendency.

- (1) mean
- (2) typical value
- (3) variance
- (4) spread

**QUESTION 48**

A researcher finds the following correlation coefficients between income, family size and education. Which correlation coefficient indicates the strongest linear relation among the variables?

income and family size +0,23  
income and education +0,45  
family size and education -0,49

- (1) +0,23
- (2) +0,45
- (3) - 0,49
- (4) not enough information is provided

**QUESTION 49**

Data saturation means

- (1) the researcher is tired
- (2) the participants are tired
- (3) that there are no participants left to interview and/or to observe
- (4) that patterns and themes start recurring and no new information emerges

**QUESTION 50**

In an e-mail addressed to you as lecturer for a module on qualitative research a student wants to know when according to the qualitative research literature does the process of qualitative data analysis commence

Which of the following options will you include in your response to the student?

- (a) Data analysis routinely starts prior to the first interview
- (b) The process of data analysis commences when the process of data collection begins
- (c) Data analysis will be conducted as an activity concurrently with data collection, data interpretation, and narrative report writing

- (1) (a) (b)
- (2) (c)
- (3) (b) (c)
- (4) (a) (b) (c)



**QUESTION 51**

Qualitative research

- (a) refers to any type of research that produces findings not arrived at by statistical procedures or other means of quantification
- (b) refers to research about persons' lives, lived experiences, emotions and feelings as well as about organisational functioning, social movements, cultural phenomena and interactions between nations
- (c) aims to listen to the voices of others
- (d) refers to any type of research that produces findings arrived at by statistical procedures or other means of quantification

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c) (d)
- (4) (a) (b) (c)

**QUESTION 52**

Qualitative data analysis is about the 'taking apart' or \_\_\_\_\_, sifting, and sorting the masses of information acquired during the process of data collection

- (1) de-contextualising
- (2) re-contextualising

**QUESTION 53**

Qualitative data analysis is about organising or \_\_\_\_\_ the masses of information acquired during the process of data collection

- (1) de-contextualising
- (2) re-contextualising

**QUESTION 54**

Which option(s) describe(s) the eventual outcome of qualitative data analysis as a result of interpretation and organisation?

- (a) data condensation
- (b) data distillation

- (1) (a)
- (2) (b)
- (3) (a) (b)

**QUESTION 55**

Which of the following statements is the most correct?

- (1) A primary function of research is to establish the current boundaries of knowledge
- (2) The usefulness of research is determined by the type of research report in which it is made known
- (3) Research only becomes useful if the findings of that research are shared with others
- (4) The way in which a research report is used, determines the success of that research

**QUESTION 56**

Which of the following ways of presenting a research report would best make research findings the most readily available to the general public?

- (1) in-house publication
- (2) academic journal article
- (3) newspaper article
- (4) presentation at a seminar

**QUESTION 57**

In the literature review, a number of studies are referred to in order to establish the importance and viability of the research question

This statement is

- (1) true, because the researcher must ensure that previous research is not repeated
- (2) true, because the literature review helps narrowing a topic into a researchable question
- (3) false, because the research question needs to be established before writing the literature review
- (4) false, because the purpose of research is to explore new boundaries within a given field

**QUESTION 58**

When preparing an oral presentation for a seminar you can safely exclude the research problem from your presentation

This statement is

- (1) true, because there is a limited amount of time available to present the findings
- (2) true, because, as the presenter, you need to be highly focussed in your presentation
- (3) false, because the presentation should begin with the problem under investigation
- (4) false, because the findings are the most important aspects of your presentation

**QUESTION 59**

Which of the following should be presented in the appendices to a research report?

- (1) relevant quotations
- (2) addresses of participants
- (3) references
- (4) calculations

**QUESTION 60**

The functions of a research report are to

- (a) expand scientific understanding
  - (b) point to areas needing further research
  - (c) discover new scientific concepts
  - (d) transfer scientific knowledge
- (1) (a) (b) (c)
  - (2) (a) (b) (d)
  - (3) (a) (c) (d)
  - (4) (b) (c) (d)

**TOTAL: [60]**



**RSC2601**

( 476891)

October/November 2012

**RESEARCH IN SOCIAL SCIENCES**

Duration 2 Hours

60 Marks

EXAMINERS  
FIRST
 PROF AH ALPASLAN  
 MS LI VAN DYK  
 PROF GH VAN RENSBURG  
 PROF P KRUGER

 PROF GE DU PLESSIS  
 PROF R VAN EEDEN  
 MR DJ WIGSTON

SECOND

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue

This examination paper consists of 19 pages plus instructions for the completion of a mark-reading sheet

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

This paper consists of sixty multiple-choice questions, which must be answered on the mark-reading sheet. Your mark out of 60 will be converted to a percentage (100 marks) by the computer.

After completing your answers, you must hand in the following

- (1) The mark-reading sheet
- (2) The examination paper (All pages must be handed in)

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE (RSC2601) AND UNIQUE PAPER NUMBER (476891) ON THE MARK-READING SHEET**

[TURN OVER]

**ANSWER THE FOLLOWING SIXTY MULTIPLE-CHOICE QUESTIONS ON THE MARK-READING SHEET. READ THE ATTACHED INSTRUCTIONS AND FOLLOW THEM CAREFULLY.**

**SUBMIT YOUR COMPLETED MARK-READING SHEET TOGETHER WITH THIS EXAMINATION PAPER.**

### **QUESTION 1**

A person of high academic standing is given the task by the local government to investigate the best ways of ensuring participation of people living in a small town in an agricultural development project. Because of her high status, she speaks with authority.

The research results obtained by this person must be

- (1) accepted unquestioningly because of the high academic standing of the researcher
- (2) rejected because authority is not a valid way to gain knowledge
- (3) rejected because participation is a form of common sense knowledge
- (4) accepted if it withstands critical scrutiny

### **QUESTION 2**

The different accounts of people having witnessed a car accident can be ascribed to

- (1) overgeneralisation
- (2) selective observation
- (3) ego involvement
- (4) stress

### **QUESTION 3**

A researcher finds that the anticipated pre-abortion counselling with pregnant women seldom takes place in a particular clinic. Due to outside pressure she decides to adjust the results so as to create a positive picture. This researcher

- (1) trespasses the norms of science
- (2) considers the neutrality of the results
- (3) stresses the principle of universalism
- (4) uses common sense to promote her status amongst certain political leaders

**QUESTION 4**

A boy convinces his family members that a strange cat visiting their home daily is a sign of a tragedy that is about to happen. This is an example of

- (1) authority
- (2) mysticism
- (3) common sense
- (4) overgeneralisation

**QUESTION 5**

Which two of the following statements best describe methodology?

Methodology

- (a) is what social scientists discover about the nature of reality
- (b) studies the characteristics of knowledge
- (c) is the logic on which research is based
- (d) provides social scientists with the necessary know-how for research

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

**QUESTION 6**

Identify the potential error in human inquiry illustrated by the following example

It is concluded that if HIV incidence amongst students at this university is low it should also be the case at other universities

- (1) inaccurate observation
- (2) the "halo" effect
- (3) overgeneralisation
- (4) ego involvement in understanding

**QUESTION 7**

Which of the following concepts reflects the highest level of abstraction?

- (1) age
- (2) gender
- (3) alienation
- (4) educational level
- (5) income

**QUESTION 8**

Which of the following statements are true?

- (a) Theory inductively guides research
- (b) Research deductively builds theory
- (c) Theory deductively guides research
- (d) Research inductively builds theory

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

**QUESTION 9**

If a negative relationship exists between variables in a hypothesis, it implies that

- (1) the two variables are not related
- (2) as the value of one variable decreases, the other variable also decreases in value
- (3) there is only a weak relationship between the two variables
- (4) as the value of one variable decreases, the other variable increases in value

**QUESTION 10**

The words in **bold** are an example of an independent variable in which of the following statements?

- (1) One's **state of health** depends on one's income
- (2) Severe stress leads to **personality disintegration**
- (3) Revolutions are caused by **relative deprivation**
- (4) **Neurotic behaviour** is caused by early childhood experiences
- (5) Malnutrition is a cause of a **depressed immune system**



**QUESTION 11**

Which statement(s) is/are correct?

The formulation of a research problem

- (a) often draws on theoretical insights
- (b) narrows the focus of the research topic
- (c) identifies an empirical and/or a conceptual issue to be researched

- (1) (a)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (b)
- (5) (a) (b) (c)

**QUESTION 12**

In social science research, concepts

- (a) never change their meaning
- (b) are related to theory
- (c) are used to describe a phenomenon
- (d) are used to identify a phenomenon
- (e) are concrete

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (c) (d) (e)
- (4) (a) (b) (c) (d)
- (5) (a) (b) (d) (e)

**QUESTION 13**

Descriptive research is done to

- (a) give details of a situation
- (b) provide basic context
- (c) explain specific sequences
- (d) describe a process

- (1) (a) (b) (c) (d)
- (2) (b) (c) (d)
- (3) (a) (c)
- (4) (b) (d)

**QUESTION 14**

The theoretical focus of the \_\_\_\_\_ approach is the development of theories in an attempt to understand phenomena

- (1) quantitative
- (2) qualitative

**QUESTION 15**

The main purpose of using multiple methods is to investigate

- (1) the same variables in a specific phenomenon
- (2) different variables in a specific phenomenon
- (3) the same variables in various phenomena
- (4) different variables in various phenomena

**QUESTION 16**

The goal of basic research is to advance fundamental knowledge

Which one of the following is **not** related to this goal?

- (1) research which aims to interpret changes in communities
- (2) research aimed at explaining social relationships
- (3) research aimed at solving specific practical problems
- (4) research which aims to support or reject theories

**QUESTION 17**

When a researcher is conducting research to support or reject a theory, he is conducting \_\_\_\_\_ research

- (1) phenomenological
- (2) basic
- (3) Marxist
- (4) explanatory

**QUESTION 18**

The SABC's research department draws a representative sample of television licence holders. They send a questionnaire to the people in this group to find out which television programmes they prefer to watch, and also why.

The above is an example of \_\_\_\_\_ research.

- (1) explanatory
- (2) longitudinal
- (3) basic
- (4) applied

**QUESTION 19**

Which one of the following factors will **not** influence your decision as a researcher to obtain substitute consent to conduct a survey, instead of direct consent?

- (1) respondents' age
- (2) drawing a nonprobability sample
- (3) respondents' cognitive capacity
- (4) respondents' emotional capacity

**QUESTION 20**

In addition to ethical requirements, every research report also has to meet legal requirements.

To which of the following issues does the statement refer?

- (1) Hawthorne effect
- (2) absolutism
- (3) plagiarism
- (4) reliability

**QUESTION 21**

Which right is assured when we assign a code to participants which carries no self-identifying data?

- (1) voluntary participation
- (2) informed consent
- (3) freedom from harm
- (4) anonymity

**QUESTION 22**

Which ethical issue is being addressed in the following scenario?

The moderator in a focus-group interview that deals with AIDS invites participants to discuss the experiences or views of their acquaintances, friends or neighbours

- (1) Hawthorne effect
- (2) possible universalism
- (3) potential embarrassment
- (4) expected communality

**QUESTION 23**

Which behavioural norm or principle is being described in this quotation?

"The norm of \_\_\_\_\_ has been hono[u]red for a given project when all research, including its means, ends, motives and consequences can be evaluated according to predetermined standards set by a scholarly community" (Smith 1988 284)

- (1) respect
- (2) disinterestedness
- (3) universalism
- (4) communality

**QUESTION 24**

Which ethical issue is being addressed in the following scenario?

Responses recorded on an audiotape during personal interviews, are identified with reference to participants' first names only

- (1) legal competency
- (2) organised skepticism
- (3) do no harm
- (4) protection of privacy

**QUESTION 25**

To what does history as a threat to the internal validity of a study refer?

The effect of \_\_\_\_\_ on the dependent variable

- (1) an event that occurred before the study started
- (2) an uncontrolled event that occurred during the study
- (3) the treatment administered during the study
- (4) the independent variable in the study

**QUESTION 26**

Selection as a threat to the internal validity of a research project refers to

- (1) important differences between respondents in the experimental and control groups
- (2) a research project that includes only one group
- (3) a research project where not all respondents receive the same treatment
- (4) important differences between the respondents in the study and the general population

**QUESTION 27**

Which of the following is a defining characteristic that must be present in a true experimental design?

- (1) using a random sample of respondents
- (2) including a pretest and a posttest in the study
- (3) random assignment of respondents to groups
- (4) subjecting each respondent to two treatment conditions

**QUESTION 28**

A quantitative research design involving treatment of two groups, where the respondents decide to which group they want to belong, is called a/an \_\_\_\_\_ design

- (1) posttest only control group
- (2) quasi-experimental
- (3) voluntary
- (4) experimental

**QUESTION 29**

Which characteristic of qualitative designs is reflected in the following?

A researcher is investigating the experiences of victims of a natural disaster. She conducts in-depth open interviews with a limited number of the victims trying to understand the experiences of the particular individuals interviewed. These interviews are then analysed in detail.

- (1) scope
- (2) flexibility
- (3) accuracy
- (4) outcome

**QUESTION 30**

Read the following and indicate how clear and specific the research design is

A researcher wants to find out what misconceptions primary school teachers in the Gauteng Province in South Africa have about child abuse. She decides to ask four groups of about seven primary school teachers from different schools to discuss a number of fictional case studies involving child abuse. She plans to identify instances of common misconceptions using a coding scheme developed by a previous researcher.

- (1) The research question is clearly specified, but the method is not clearly specified
- (2) The method is clearly specified, but the research question is not clearly specified
- (3) Both the research question and the method are clearly specified
- (4) Neither the research question nor the method is clearly specified

**QUESTION 31**

Random selection is used in \_\_\_\_\_ sampling

- (1) quota
- (2) judgemental
- (3) cluster
- (4) accidental

**QUESTION 32**

A representative sample

- (1) consists of at least 500 cases of the population
- (2) is the inverse of the square root of the sample size
- (3) must always be chosen strictly on a random basis
- (4) reflects crucial dimensions of a population

**QUESTION 33**

Differences between population parameters and sampling statistics are called

- (1) sampling error
- (2) sampling bias
- (3) population error
- (4) population bias

**QUESTION 34**

A sample that is selected through a multistage approach in which larger groups are first randomly selected (e.g. hospitals) and then smaller elements are randomly selected (e.g. patients), is called a \_\_\_\_\_ sample

- (1) cluster
- (2) stratified
- (3) quota
- (4) systematic

**QUESTION 35**

A researcher is studying the various domains of life and the importance of those domains to people. He fails to take into account the age of the respondents when determining the sample.

This is an example of

- (1) chance factor error
- (2) bias in selection
- (3) non-response error
- (4) response error

**QUESTION 36**

Which of the following statements regarding sampling is true?

- (1) In quota sampling the researcher hand-picks persons to be included in a study
- (2) Random selection is used in all types of probability sampling designs
- (3) Stratified random sampling involves the selection of the most accessible elements of the population
- (4) A random sample is one in which 50% of the elements of a population have an equal chance of being selected

**QUESTION 37**

Reactive observations (in field research) occur when

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

**QUESTION 38**

You want to determine the reasons why tuberculosis patients are reluctant to return for follow-up visits to the local health clinic. The most appropriate way in which you would collect this information, is by using

- (1) semantic differential scales
- (2) Likert scales
- (3) participant observation
- (4) in-depth interviews

**QUESTION 39**

You have compiled a questionnaire to test how employees in one organisation feel about new job evaluation and performance appraisal procedures

Which method would you use to evaluate the reliability of the measuring scales?

- (1) intercoder method
- (2) equivalent-forms method
- (3) test-retest method
- (4) split-half method



**QUESTION 40**

Which type of question is illustrated in the following scenario?

You are the corporate communication manager of a large company and you want to establish how management can improve its communication with employees about the affirmative action policy. You ask one of the respondents the following question

"Pretend that you stand in the shoes of a member of management of this company. What changes would you make to improve communication between management and employees regarding the affirmative action policy?"

The above scenario contains a/an \_\_\_\_\_ question

- (1) filter
- (2) open
- (3) contingency
- (4) follow-up

**QUESTION 41**

The item below is to be used in a self-administered questionnaire. However, it contains a problem which should be avoided

Outcomes-based educational strategies have resulted in learners becoming confused

Select one of the following options that corresponds with your opinion of the above statement

- |                |                          |
|----------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Neutral        | <input type="checkbox"/> |
| Agree          | <input type="checkbox"/> |
| Disagree       | <input type="checkbox"/> |

The above item is problematic because

- (1) the scale used in the item is incorrect
- (2) the item contains a negative statement
- (3) reference is made to a vague agent or action
- (4) the item contains a double-barrelled statement

**QUESTION 42**

Which level of measurement is being used in the following scenario?

You conduct a survey for a financial institution and ask customers whether they would in future invest their money in bank A or bank B

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

**QUESTION 43**

The procedures used to make generalisations about the population, based on the results of a sample, are referred to as

- (1) generalisations
- (2) descriptive statistics
- (3) inferential statistics
- (4) coding

**QUESTION 44**

A researcher is conducting a study on serious crimes. The relevant variable is 'type of crime' and the researcher obtains data on the number of crimes in a specific area for a specified time period. She distinguishes between murder, armed robbery and assault.

What type of graph would best display the frequency distribution of the crimes?

- (1) bar chart
- (2) histogram
- (3) X-Y plot
- (4) polygon

**QUESTION 45**

The maximum possible score for an examination question paper in a specific second-year module at Unisa is 75.

Which statistic would be useful if a lecturer wants to know how many students scored below 40 on this paper?

- (1) percentage
- (2) cumulative frequency
- (3) class interval
- (4) tally

**QUESTION 46**

Which measure(s) of central tendency is/are the largest for the following set of data?

4      6      8      8      14

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**QUESTION 47**

Standard deviation is to variability as the \_\_\_\_\_ is to central tendency

- (1) mean
- (2) typical value
- (3) variance
- (4) spread

**QUESTION 48**

A market researcher is studying the relation between income and expenditure. Which of the following statement(s) best describe(s) a positive correlation between these two variables?

- (a) High income corresponds with high expenditure
- (b) High income corresponds with low expenditure
- (c) Low income corresponds with low expenditure
- (d) Low income corresponds with high expenditure

- (1) (a)
- (2) (a) (c)
- (3) (b)
- (4) (b) (d)

**QUESTION 49**

Which of the following statements best describe the nature of qualitative research?

Qualitative research

- (a) refers to any type of research that produces findings not arrived at by statistical procedures or other means of quantification
- (b) refers to research about persons' lives, lived experiences and their emotions
- (c) aims to listen to the voices of others and study their experiences
- (d) refers to any type of research that produces findings arrived at by statistical procedures or other means of quantification

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c) (d)
- (4) (a) (b) (c)

**QUESTION 50**

Which statement below **does not** fit the task description of qualitative researchers?

Qualitative researchers

- (1) aim to understand and interpret how the various participants in a social setting construct the world around them
- (2) aim to give privilege to the perspectives of the research participants
- (3) label the perspectives of participants, count the number of perspectives and express them as frequencies and percentages
- (4) concern themselves with whether participants' perspectives have been authentically represented in the research process and the interpretations made from the information gathered
- (5) concern themselves with whether the findings are consistent in the sense that they fit the data and the social context from which they were derived

**QUESTION 51**

Qualitative data analysis is about the 'taking apart' or \_\_\_\_\_, sifting, and sorting the masses of information acquired during the process of data collection

- (1) de-contextualising
- (2) re-contextualising

**QUESTION 52**

Which of the following descriptions can pass as a definition or definitions for the concept 'code'?

- (a) A code is a tag or a label assigned to meaning units
- (b) A code is attached to words, phrases, sentences or paragraphs
- (c) A code is a short-hand way of identifying the theme/category in a transcription

- (1) (a)
- (2) (b)
- (3) (c)
- (4) (a) (b) (c)

**QUESTION 53**

In literature, the process of qualitative data analysis is described as

- (a) eclectic
- (b) nonlinear
- (c) a lengthy process

- (1) (a) (b)
- (2) (b) (c)
- (3) (a) (c)
- (4) (a) (b) (c)

**QUESTION 54**

A/an \_\_\_\_\_ process entails moving from observations or data towards generalisations, hypotheses and theory

- (1) inductive
- (2) deductive
- (3) critical
- (4) evaluative

**QUESTION 55**

The preparation and writing of a research report is determined by the purpose of the report

This statement is

- (1) true, since the intended audience largely influences the way a report is constructed
- (2) true, because writing the report only occurs at the end of your research
- (3) false, since writing the report requires selectivity based on your findings
- (4) false, because the format of a report is limited by the type of method used

**QUESTION 56**

The introduction to a research report should

- (1) be written comprehensively, so that it is equal in length to other sections
- (2) comprise the problem, the method used and research findings
- (3) be written after the body of the report has been completed
- (4) contain an extensive review of the supporting theory

**QUESTION 57**

Having presented the raw data (findings) in a report on your research, you can proceed directly to writing the conclusion

This statement is

- (1) true, because the use of statistics adequately summarises the data being studied
- (2) true, because you need to report your methodology as accurately as possible
- (3) false, because you need to generalise your findings from the sample to the population
- (4) false, because you need to extract meaningful information from the data in a discussion

**QUESTION 58**

The first step in writing any research report is to identify the intended reader

This statement is

- (1) true, because the organisation and style of the report depend on the target audience
- (2) true, because writing the report is not part of the research process, but it is still vital to a research project
- (3) false, because no matter who the audience, the primary goal in reporting research is accuracy
- (4) false, because in the research report, specific attention should be paid to the methodology used

**QUESTION 59**

The introduction to a research report is usually written last because you need to

- (1) allow for accurate reporting on the main points of your report
- (2) provide a deeper understanding of the analytical process
- (3) reflect on the body and contents of your report
- (4) ensure you have said something important

**QUESTION 60**

Reports on research in the mass media are usually limited to findings and sampling because

- (a) newspapers must make the research sensational
  - (b) journalists have different perspectives on what is important
  - (c) the general public does not understand academic jargon
  - (d) the general public is not always interested in the details of research
- (1) (a) (b) (c)
  - (2) (a) (b) (d)
  - (3) (a) (c) (d)
  - (4) (b) (c) (d)

**TOTAL: [60]**

UNIVERSITY OF SOUTH AFRICA **UNISA** University of south africa  
EXAMINATION MARK READING SHEET UNIVERSITEIT VAN SUID-AFRIKA  
EKSAMEN-MERKLEESBLAD

**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

STUDY UNIT e.g. PSY106-X  
STUDIE-EENHEID by PSY106-X

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STUDENT NUMBER  
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INITIALS AND SURNAME  
VOORLETTERS EN VAN

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DATE OF EXAMINATION  
DATUM VAN EKSAMEN

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EXAMINATION CENTRE (E.G. PRETORIA)  
EKSAMENSENTRUM (BY PRETORIA)

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For use by examination invigilator  
Vir gebruik deur eksamenopsiener



**IMPORTANT**

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
6. CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

**BELANGRIK**

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**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

10

Specimen only

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UNIVERSITY EXAMINATIONS

UNIVERSITEITSEKSAMENS

**RSC2601****( 496717)    October/November 2013****RESEARCH IN SOCIAL SCIENCES****Duration    . 2 Hours****60   Marks****EXAMINERS :****FIRST .****SECOND****PROF D GELDERBLOM****PROF P KRUGER****Closed book examination**

**This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue.**

**Instructions:**

**This examination paper consists of 19 pages plus instructions for the completion of a mark-reading sheet.**

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

**This paper consists of sixty multiple-choice questions, which must be answered on the mark-reading sheet. Your mark out of 60 will be converted to a percentage (100 marks) by the computer.**

**After completing your answers, you must hand in the following.**

- (1)    The mark-reading sheet.**
- (2)    The examination paper (All pages must be handed in )**

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE (RSC2601) AND UNIQUE PAPER NUMBER (496717) ON THE MARK-READING SHEET**

**ANSWER THE FOLLOWING 60 (SIXTY) MULTIPLE-CHOICE QUESTIONS ON THE MARK-READING SHEET. READ THE ATTACHED INSTRUCTIONS AND FOLLOW THEM CAREFULLY.**

**SUBMIT YOUR COMPLETED MARK-READING SHEET TOGETHER WITH THIS EXAMINATION PAPER.**

**[TURN OVER]**

### QUESTION 1

What research norm is reflected in the following scenario?

A report on the results and recommendations of an investigation into examination preparation problems experienced by a sample of Unisa students is circulated amongst knowledgeable researchers and academics in South Africa and internationally for comment

- (1) honesty
- (2) transparency
- (3) communalism
- (4) organised scepticism

### QUESTION 2

To which **one** of the following approaches to research does the description below refer?

There is **not** one true path to knowledge. It is necessary to accept a variety of ways in which knowledge about the world can be gained.

- (1) Positivism
- (2) Interpretivism
- (3) Critical theory
- (4) Feminism
- (5) Postmodernism

### QUESTION 3

Scientific inquiry can be defined as

- (a) a conscious, deliberate inquiry into events and topics
- (b) taking another look at events by doing a careful and planned study
- (c) the systematic examination of a research question
- (d) a way of increasing human knowledge which is grounded in experience.

- (1) (a) (b)
- (2) (b) (c) (d)
- (3) (c) (d)
- (4) (d)
- (5) (a) (b) (c) (d)

**[TURN OVER]**

**QUESTION 4**

The different accounts of people who have witnessed a car accident can be ascribed to

- (1) overgeneralisation
- (2) selective observation
- (3) ego involvement.
- (4) stress

**QUESTION 5**

Identify the potential error in human inquiry the following example illustrates.

It is concluded that if HIV incidence amongst students at this university is low it should also be the case at other universities.

- (1) inaccurate observation
- (2) the "halo" effect
- (3) overgeneralisation
- (4) selective observation

**QUESTION 6**

Ms Ndlovu runs a health education programme on prevention of the spread of HIV each first Monday of the month. During February she educated the clients on the importance of condom use. In April she finds that the majority of the clients still do not use condoms. She concludes that the clients show a lack of knowledge as well as a negative attitude towards the prevention of the spread of HIV.

This is an example of

- (1) ego involvement
- (2) overgeneralisation
- (3) inaccurate observation
- (4) premature closure.

**QUESTION 7**

Which of the following statements help(s) us to understand the relationship between theory and research?

- (a) Theory offers a conceptual framework that can guide research

**[TURN OVER]**

- (b) It is naive to imagine that research is possible without some theoretical framework
- (c) Empirical studies are based on theory and theories in turn are grounded in empirical studies
- (d) Theory has no relation to empirical research.
- (e) New evidence developed through research does not affect theory

- (1) (a) (b) (d)
- (2) (a) (b) (e)
- (3) (d)
- (4) (e)
- (5) (a) (b) (c)

**QUESTION 8**

In social science research, concepts

- (a) never change their meaning.
- (b) are related to theory.
- (c) are used to describe a phenomenon
- (d) are used to identify a phenomenon.
- (e) are concrete

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (c) (d) (e)
- (4) (a) (b) (c) (d)
- (5) (a) (b) (d) (e)

**QUESTION 9**

The words in **bold** is an example of an independent variable in which of the following statements?

- (1) One's **state of health** depends on one's income.
- (2) Severe stress leads to **personality disintegration**
- (3) Revolutions are caused by **relative deprivation**
- (4) **Neurotic behaviour** is caused by early childhood experiences.
- (5) Malnutrition is a cause of a **depressed immune system**

**QUESTION 10**

Which statement(s) is/are correct?

**[TURN OVER]**

The formulation of a research problem

- (a) often draws on theoretical insights
- (b) narrows the focus of the research topic.
- (c) identifies an empirical and/or a conceptual issue to be researched.

- (1) (a)
- (2) (b) (c)
- (3) (c)
- (4) (a) (b)
- (5) (a) (b) (c)

### QUESTION 11

Identify the statement(s) that has/have the potential to be a **social law**.

- (a) If we exert less force on an object, it will move slower
- (b) The suicide rate decreases as the level of social integration increases
- (c) Men are sexist
- (d) Intelligence is an inherited attribute.

- (1) (a) (b)
- (2) (c) (d)
- (3) (a) (b) (d)
- (4) (c)
- (5) (b)

### QUESTION 12

Which of the following statements are true?

- (a) Theory inductively guides research
- (b) Research deductively builds theory
- (c) Theory deductively guides research
- (d) Research inductively builds theory.

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

[TURN OVER]

**QUESTION 13**

Which general purpose of research applies to the research question below?

What are the attitudes of health care professionals on abortion on demand?

- (1) Prediction
- (2) Explanation
- (3) Control
- (4) Description

**QUESTION 14**

Which of the following types of research is **less** applicable in qualitative research?

Research that

- (1) makes in-depth inquiries into complexities and processes.
- (2) can be done by means of an experiment
- (3) tries to explore why the current policy and practice do not work.
- (4) investigates an unknown phenomenon

**QUESTION 15**

Descriptive research is done to

- (1) give details of a situation
- (2) explain phenomena
- (3) determine causality.
- (4) investigate a new field

**QUESTION 16**

A true experiment requires the following:

- (a) control
- (b) manipulation
- (c) randomisation
- (d) double-blind procedure

- (1) (a) (b)
- (2) (c) (d)

**[TURN OVER]**

- (3) (a) (b) (c)
- (4) (a) (b) (c) (d)

**QUESTION 17**

When researchers concentrate on adapting to complex situations as they unfold, attempting to understand a phenomenon in its social, cultural and historical context, apply inductive data-analysis techniques and focus on grounded theory, then they are busy with

- (1) triangulation.
- (2) quantitative research
- (3) experimental research.
- (4) qualitative research.

**QUESTION 18**

If an investigation is repeated and the results are similar, then the research is

- (1) valid
- (2) reliable.
- (3) flexible.
- (4) real

**QUESTION 19**

Social science researchers should ensure that the procedure followed and information collected during data collection do not conflict with the participants' right to privacy. Identify the three aspects to keep in mind in order to ensure the privacy of respondents

- (a) Whether the research is qualitative or quantitative
- (b) Sensitivity of the information.
- (c) The place where the research is conducted.
- (d) The presence of a control group
- (e) How public the research findings will be made

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (a) (c) (e)
- (4) (b) (c) (e)

**[TURN OVER]**

**QUESTION 20**

Research ethics is

- (1) conducting research that has been conducted before
- (2) staying within the law of the country in which you are working
- (3) that which is morally justifiable.
- (4) adhering to your religious beliefs.

**QUESTION 21**

Which behavioural norm or principle is being described below?

The researcher should **not** undertake research for financial rewards only.

- (1) voluntary participation
- (2) disinterestedness
- (3) informed consent
- (4) freedom from harm

**QUESTION 22**

Which of the following behavioural norms would mainly regulate your response, from an ethical point of view, to the following request?

A local newspaper is conducting research for an in-depth story about the emotional impact of outcomes based education. The reporter requests you, as a teacher, to forward a detailed record of your learners' reactions to specific outcomes-based educational tasks, over a period of nine months.

- (1) respect for privacy
- (2) organised scepticism
- (3) disinterestedness
- (4) universalism

**QUESTION 23**

In addition to ethical requirements, every research report also has to meet legal requirements

To which of the following issues does the statement refer?

**[TURN OVER]**



- (1) Hawthorne effect
- (2) absolutism
- (3) plagiarism
- (4) reliability

**QUESTION 24**

Which ethical principle is **disregarded** in the following research study?

An experiment is conducted in which behaviours that are socially questionable are artificially “created”.

- (1) confidentiality
- (2) anonymity
- (3) freedom from harm
- (4) privacy of thought

**QUESTION 25**

Which characteristic of qualitative designs is reflected in the following?

A researcher is investigating the experiences of victims of a natural disaster. She conducts in-depth open interviews with a limited number of the victims trying to understand the experiences of the particular individuals interviewed. These interviews are then analysed in detail.

- (1) scope
- (2) flexibility
- (3) accuracy
- (4) outcome

**QUESTION 26**

The following factors should be taken into account to ensure that the research design is coherent:

- (a) the meaning of social phenomena
- (b) the purpose and use of the research
- (c) the data-collection and data-analysis techniques

- (1) (a) (b)
- (2) (a) (b) (c)
- (3) (b) (c)

**[TURN OVER]**

- (4) (a) (c)

### QUESTION 27

Selection as a threat to the internal validity of a research project refers to

- (1) important differences between respondents in the experimental and control groups
- (2) a research project that includes only one group
- (3) a research project where not all respondents receive the same treatment
- (4) important differences between the respondents in the study and the general population

### QUESTION 28

A quantitative research design involving treatment of two groups, where the respondents decide to which group they want to belong, is called a/an ..... design

- (1) posttest only control group
- (2) quasi-experimental
- (3) voluntary
- (4) experimental

### QUESTION 29

To what does history as a threat to the internal validity of a study refer?

The effect on the dependent variable of

- (1) an event that occurred before the study started
- (2) an uncontrolled event that occurred during the study
- (3) the treatment administered during the study
- (4) the independent variable in the study

### QUESTION 30

How are the research question and the method addressed in the following scenario?

A researcher asks a group of outpatients suffering from depression to keep a diary in which they write once a week. After three months, the researcher analyses the content of the diaries to try and identify common themes. The findings are presented in a report to the staff at the hospital who are involved with these patients.

**[TURN OVER]**

- (1) The research question is specified, but the method is adaptable
- (2) The method is described, but the research question is fairly open
- (3) Both the research question and the method are clearly specified.
- (4) Neither the research question, nor the method is specified.

**QUESTION 31**

What type of sampling is described in the example below?

Twenty people who lost a family member through suicide and who are currently attending a support group are referred to the researcher by other members in the support group already in the sample.

- (1) convenience sampling
- (2) purposive sampling
- (3) theoretical sampling
- (4) snowball sampling

**QUESTION 32**

A representative sample

- (1) consists of at least 500 elements.
- (2) must be a random sample.
- (3) is defined as the inverse of the square root of the sample size
- (4) reflects the crucial characteristics of a population

**QUESTION 33**

Of which method of sampling is the following an example?

If a researcher wishes to study all cancer patients in the country, she may identify groups of hospitals that have cancer wards in the different provinces of the country. A sample of these hospitals could then be drawn, from which a sample of patients could ultimately be selected

- (1) snowball sampling
- (2) cluster sampling
- (3) simple random sampling
- (4) convenience sampling

**[TURN OVER]**

**QUESTION 34**

A unit from a specific population about which information is obtained is a/an

- (1) sample.
- (2) element.
- (3) parameter
- (4) subset

**QUESTION 35**

Differences between population parameters and sampling statistics are called

- (1) a sampling error.
- (2) sampling bias
- (3) population error
- (4) population bias

**QUESTION 36**

Read the following scenario and select the most appropriate option

A researcher wishes to study individuals suffering from agoraphobia (fear of open spaces) The researcher places an advertisement in the newspaper asking for participants. A total of 50 people respond, of which the researcher randomly selects 30. However, only 15 participants actually turn up for their appointment.

The basic problem confronted by the researcher is that

- (1) the accessible population may differ from the target population
- (2) the sample has been drawn by using an unethical method.
- (3) the sample size is too small.
- (4) it is impossible to study agoraphobia in a scientific way

**QUESTION 37**

When collecting data for social research, the accuracy of measurement could be compromised by

- (1) planned errors and random errors.
- (2) systematic errors and chaotic errors.

**[TURN OVER]**

- (3) systematic errors and random errors.
- (4) measurement errors and data errors.

**QUESTION 38**

By asking sales assistants whether they had received any enquiries during the past week, you are using the following level of measurement:

- (1) ratio
- (2) interval
- (3) nominal
- (4) ordinal

**QUESTION 39**

An advantage of using telephone interviews is that

- (1) diverse opinions can be obtained whilst pretesting a measuring instrument
- (2) a sensitive topic can be researched.
- (3) the time it takes to collect data is short
- (4) an interpersonal rapport can be established between interviewer and respondents

**QUESTION 40**

You are planning to conduct a structured field observation. In what chronological order would you undertake the activities listed?

- (a) Record the originally planned procedures and any deviations
  - (b) Devise or select a measuring instrument
  - (c) Formulate the operational definitions of what is to be observed.
- (1) (a)→(b)→(c)
  - (2) (b)→(c)→(a)
  - (3) (c)→(a)→(b)
  - (4) (c)→(b)→(a)

**QUESTION 41**

The Likert item below is to be used in a self-administered questionnaire. However, it contains problems which should be avoided

We should not criticise the minister for the anti-smoking legislation.

**[TURN OVER]**

The above item is problematic because it

- (a) is double-barrelled
- (b) contains complex language.
- (c) is a negative statement
- (d) contains a vague agent of action.

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (d)

#### **QUESTION 42**

When using a Likert scale to evaluate respondents' opinions about a health issue, which level of measurement are you applying?

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

#### **QUESTION 43**

The following measure of variability is based on all the scores in a sample

- (1) spread
- (2) range
- (3) standard deviation
- (4) means

#### **QUESTION 44**

You are creating a frequency distribution of the gender of students in your study group. In what chronological order would you do the following?

- (a) Make a tally mark for every student in a particular category (male or female)
- (b) List the relevant categories (male and female)
- (c) Add the tally marks to get the total frequency for each category

- (1) (a)→(b)→(c)
- (2) (b)→(a)→(c)

**[TURN OVER]**

- (3) (a)→(c)→(b)
- (4) (b)→(c)→(a)

**QUESTION 45**

Which of the following is considered a measure of central tendency?

- (1) typical value
- (2) mode
- (3) standard deviation
- (4) variance

**QUESTION 46**

Which best describes the cumulative frequency distribution of the age of readers of a magazine?

- (1) A table of the number of readers 18 and younger, 19 to 22, etcetera.
- (2) A graph of the ages of readers arranged from young to old.
- (3) The total of all ages divided by the number of readers
- (4) The standard deviation indicating the spread of the age distribution

**QUESTION 47**

A researcher is interested in the relationship between the hours per week that regular users of the internet spend online and the size of the families of these internet users (that is, the number of members in the family of each). Using data which was obtained from a sample of 100 regular users of the internet, she calculates a correlation coefficient between the variables *family size* and *hours per week on the internet*. She finds a value for the correlation coefficient of  $r = -0,5$ . Which of the following is the most plausible conclusion which she can make, based on this result?

- (1) People who come from smaller families spend less time on the internet.
- (2) The relationship between family size and the time users spend on the internet is very weak.
- (3) People who come from larger families spend less time on the internet
- (4) There was an error in the calculation because it is impossible to get a correlation coefficient of less than zero

[TURN OVER]

**QUESTION 48**

A market researcher is studying the relation between income and expenditure. Which of the following statement(s) best describe(s) a positive correlation between these two variables?

- (a) high income corresponds with high expenditure
- (b) high income corresponds with low expenditure
- (c) low income corresponds with low expenditure
- (d) low income corresponds with high expenditure

- (1) (a)
- (2) (a) (c)
- (3) (b)
- (4) (b) (d)

**QUESTION 49**

Which of the following statements best describe the nature of qualitative research?

Qualitative research

- (a) refers to any type of research that produces findings not arrived at by statistical procedures or other means of quantification
- (b) refers to research about people's lives, lived experiences and their emotions
- (c) aims to listen to the voices of others.
- (d) refers to any type of research that produces findings arrived at by statistical procedures or other means of quantification

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (c) (d)
- (4) (a) (b) (c)

**QUESTION 50**

Qualitative data analysis refers primarily to

- (1) numerical processes of examining and interpreting of data in order to elicit meaning, gain understanding, and develop empirical knowledge.
- (2) non-numerical processes of examining and interpreting of data in order to elicit meaning, gain understanding, and develop empirical knowledge
- (3) the coding or assigning of certain numbers to the categories of a variable.
- (4) process of transforming raw data into a format that can be used in a computer analysis

**[TURN OVER]**



**QUESTION 51**

You are one of the lecturers for a research methodology course. A student asks you for tips that will assist reading through all the transcribed interviews successfully.

Which of the following tips would you share with the student?

- (a) If the transcripts are too extensive, do not attempt to read them all at once.
- (b) When your mind starts to wander, or you become impatient, or start feeling uninterested, it is time to pause
- (c) Refrain from reading the transcripts from the beginning of the document. If you always confine your energy to the first section of your data, you are more likely to exclude or overlook valuable information from later sections.

- (1) (a) (b)
- (2) (c)
- (3) (b) (c)
- (4) (a) (b) (c)

**QUESTION 52**

You are invited to deliver a paper at an International Conference on Qualitative research. The topic of your paper is "Guidelines to keep in mind when including storylines/direct quotations from the transcribed interviews in the research report."

Which of the following guidelines will you include in your paper?

- (a) Quotations should be linked to the related text (e.g. theme, category and/or literature)
- (b) The context surrounding the quotations should be clarified
- (c) The quotations should be interpreted so that the readers can understand why the quotations are used
- (d) The quotations should usually be relatively short in length, as long quotations are often vague in meaning.

- (1) (b) (c)
- (2) (a) (d)
- (3) (a) (b) (c)
- (4) (b) (c) (d)
- (5) (a) (b) (c) (d)

**QUESTION 53**

Data saturation means

**[TURN OVER]**

- (1) the researcher is tired
- (2) the participants are tired.
- (3) that there are no participants left to interview and/or to observe
- (4) that patterns and themes start recurring and no new information emerges.

#### QUESTION 54

A/an .. .. . process entails moving from observations or data towards generalisations, hypotheses and theory

- (1) inductive
- (2) deductive
- (3) critical
- (4) evaluative

#### QUESTION 55

The preparation and writing of a research report is determined by the purpose of the report.

This statement is

- (1) true, since the intended audience largely influences the way a report is constructed
- (2) true, because writing the report only occurs at the end of your research.
- (3) false, since writing the report requires selectivity based on your findings.
- (4) false, because the format of a report is limited by the type of method used

#### QUESTION 56

The format of a research report usually depends upon the

- (1) assumptions made by the researcher
- (2) section headings that are used
- (3) methods used to gather and interpret data
- (4) purpose and subject of the report

#### QUESTION 57

In the literature review, a number of studies are referred to in order to establish the importance and viability of the research question.

This statement is

- (1) true, because the researcher must ensure that previous research is not repeated

**[TURN OVER]**

- (2) true, because the literature review helps narrowing a topic into a researchable question
- (3) false, because the research question needs to be established before writing the literature review.
- (4) false, because the purpose of research is to explore new boundaries within a given field.

**QUESTION 58**

In which part of a research report are the descriptive statistics and findings normally reported?

- (1) abstract
- (2) discussion
- (3) results
- (4) appendices

**QUESTION 59**

In terms of length and complexity, which type of research report would be the most extensive?

- (1) journal article
- (2) in-house publication
- (3) dissertation and thesis
- (4) mass-media report

**QUESTION 60**

Which ethical requirement is met by the following?

A researcher shows sensitivity by **not** revealing the names of tuberculosis patients in a published report

- (1) generalisability
- (2) utility
- (3) feasibility
- (4) anonymity

**TOTAL: [60]**

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**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

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VOORLETTERS EN VAN **3**

DATE OF EXAMINATION  
DATUM VAN EKSAMEN **4**

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EKSAMENSENTRUM (BY. PRETORIA) **5**

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1. GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
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4. VUL U STUDENTENOMMER VAN LINKS NA REGS IN
5. KONTROLEER DAT U DIE KORREKTE STUDENTENOMMER VERSTREK HET
6. KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
7. MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
8. MOENIE VOU NIE

**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

**10**

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UNIVERSITY EXAMINATIONS

UNIVERSITEITSEKSAMENS

**RSC2601**

( 481266)

October/November 2015

**RESEARCH IN SOCIAL SCIENCES**

Duration 2 Hours

100 Marks

**EXAMINERS****FIRST****SECOND****PROF D GELDERBLOM****MISS S VAN DER MERWE**

Closed book examination

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue

**This paper comprises 19 pages. Pocket calculators are not required for this exam.**

Please complete the attendance register on the back page, tear it off and hand it to the invigilator

**VERY IMPORTANT**

- 1 You are about to answer **60** multiple-choice questions. If you are sure of the answer to an item, mark it as explained in the instructions. If you are not sure of the answer, you can either try to answer or omit the item.
  - (a) if you answer correctly, you will receive a mark, and
  - (b) if you answer incorrectly, you will not receive a mark. Since there is no penalty for wrong answers, you should try to answer every item in order to obtain the highest possible score
- 2 Read the instructions on the examination mark reading sheet and follow these instructions carefully. After completing the examination, you must hand in the following:
  - (a) one mark-reading sheet, and
  - (b) **THIS EXAMINATION PAPER.**

**Ensure that you have written the following on the mark-reading sheet:**

- written your **student number**
- the module code – **RSC2601**
- the unique paper number **481266**

**[TURN OVER]**

### **QUESTION 1**

**What research norm is reflected in the following scenario?**

**A report on the results and recommendations of an investigation into examination preparation problems experienced by a sample of Unisa students is circulated amongst knowledgeable researchers and academics in South Africa and internationally for comment.**

- (1) honesty
- (2) transparency
- (3) communalism
- (4) organised scepticism

### **QUESTION 2**

**Which two of the following statements best describe methodology?**

**Methodology ...**

- (a) is what social scientists discover about the nature of reality
- (b) studies the characteristics of knowledge
- (c) is the logic on which research is based
- (d) provides social scientists with the necessary know-how for research

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (c)
- (5) (b) (d)

### **QUESTION 3**

**In the context of positivism, value freedom implies that ...**

- (a) values are not important for positivists to research
- (b) positivists distance themselves in research from their own values
- (c) objective findings can be made about social reality
- (d) the values of the positivist must take precedence in the research process
- (e) objectivity is pursued by using standardised research procedures

- (1) (a) (c) (e)
- (2) (a) (d) (e)
- (3) (b) (c) (d)

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- (4) (b) (c) (e)
- (5) (c) (d) (e)

**QUESTION 4**

**In studying the patterns of co-operation and trust in a stokvel (a rotating credit association), a researcher seeks to make sense of the meaning systems that are intentionally constructed and intersubjectively shared by members of the stokvel.**

**Her approach to research can be best described as ...**

- (1) positivist social science
- (2) critical social science
- (3) postmodernism
- (4) interpretive social science
- (5) feminist research

**QUESTION 5**

**According to the study guide, sources of knowledge include all of the following, EXCEPT**

- (1) tradition
- (2) inspiration
- (3) common sense
- (4) authority

**QUESTION 6**

**Which of the following statements regarding epistemology is true?**

- (1) Epistemological questions concern the principles or rules to be followed in determining the reality of an entity
- (2) Epistemology is the field of philosophy that concerns the nature of reality
- (3) The question whether False Memory Syndrome exists or not is an epistemological question
- (4) Epistemology helps us to decide what kinds of statements can be considered to be social scientific knowledge

**[TURN OVER]**

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### **QUESTION 7**

Read the following hypothesis and identify the independent variable.

Women are more in favour of birth control than men.

- (1) women
- (2) men
- (3) gender
- (4) birth control
- (5) attitude towards birth control

### **QUESTION 8**

The underlined words are an example of an independent variable in which of the following statements?

- (1) One's state of health depends on one's income
- (2) Severe stress leads to personality disintegration
- (3) Revolutions are caused by relative deprivation
- (4) Neurotic behaviour is caused by early childhood experiences
- (5) Malnutrition is a cause of a depressed immune system

### **QUESTION 9**

Which statement(s) is/are correct?

The formulation of a research problem ...

- (a) often draws on theoretical insights
- (b) narrows the focus of the research topic
- (c) identifies an empirical and/or a conceptual issue to be researched

- (1) (a)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (b)
- (5) (a) (b) (c)

### **QUESTION 10**

Which of the following statements help(s) us to understand the relationship between theory and practice?

- (a) Theory offers a conceptual framework that can guide research



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- (b) It is naive to imagine that research is possible without some theoretical framework
- (c) Empirical studies are based on theory and theories in turn are grounded in empirical studies
- (d) Theory has no relation to empirical research
- (e) New evidence developed through research does not affect theory

- (1) (a) (b) (d)
- (2) (a) (b) (e)
- (3) (d)
- (4) (e)
- (5) (a) (b) (c)

### **QUESTION 11**

**A statement of the expected relationship between two or more variables is known as the...**

- (1) concept definition
- (2) hypothesis
- (3) problem statement
- (4) research question

### **QUESTION 12**

**Identify which of the following statements contain indicators.**

**A researcher ...**

- (a) is interested in finding out participants' level of alienation by referring to feelings of powerlessness
- (b) suspects that people who work hard are more likely to be single
- (c) plans to use the Retail Price Index to investigate inflation
- (d) is interested in finding out whether alienation in the workplace leads to depression

- (1) (a) (c)
- (2) (b) (d)
- (3) (b) (c)
- (4) (a) (d)

### **QUESTION 13**

**If an investigation is repeated and the results are similar, then the research is ...**

- (1) valid

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- (2) reliable
- (3) flexible
- (4) real

#### **QUESTION 14**

**Cross-sectional studies concentrate on the ... of the problem being investigated.**

- (1) structuring
- (2) repeatability
- (3) here and now
- (4) reliability and validity

#### **QUESTION 15**

**Descriptive research is done to ...**

- (a) give details of a situation
- (b) provide basic context
- (c) depict a relationship or the social environment
- (d) provide flexibility to the research

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (a) (c)
- (4) (b) (d)

#### **QUESTION 16**

**A researcher conducts research to determine the possible effects of integrating the police and prison services into one state department.**

**This type of research is best described as ... research.**

- (1) action
- (2) basic
- (3) fundamental
- (4) social impact evaluation

#### **QUESTION 17**

**A researcher conducts in depth interviews with participants in a study with the purpose to describe the needs of parents after the birth of a pre-term baby.**

**This type of research is called...**

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- (1) applied research
- (2) basic research
- (3) correlational research
- (4) multiple method research

**QUESTION 18**

**A researcher compiles one questionnaire for a research study that consists of 30 close ended questions and 2 open ended questions.**

**This approach is called...**

- (1) multiple methods research
- (2) qualitative research
- (3) quantitative research
- (4) sequential mixed methods research

**QUESTION 19**

**Which ethical principle is disregarded in the following research study?**

**An experiment is conducted in which behaviours that are socially questionable are artificially "created".**

- (1) confidentiality
- (2) anonymity
- (3) freedom from harm
- (4) privacy of thought

**QUESTION 20**

**Which ethical problem can be created when a researcher decides to use secondary data instead of primary data?**

- (1) justice
- (2) bias
- (3) consent
- (4) anonymity

**[TURN OVER]**

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### **QUESTION 21**

In addition to ethical requirements, every research report also has to meet legal requirements.

To which of the following issues does the statement refer?

- (1) Hawthorne effect
- (2) absolutism
- (3) plagiarism
- (4) reliability

### **QUESTION 22**

Which ethical requirement is neglected by using the following data-collection technique?

As a human resources manager of a large firm you suspect that one of the main reasons why employees are dissatisfied can be ascribed to barriers in the information flow from supervisors to employees in the lower ranks. You set up a series of interviews over a period of six months. Unobtrusive cameras are installed behind a one-way mirror and unbeknown to the employees, the interviews are recorded.

- (1) time dimension
- (2) universalism
- (3) privacy
- (4) sampling

### **QUESTION 23**

Which of the following is **NOT** a behavioural norm in research?

- (1) Universalism
- (2) Honesty
- (3) Disinterestedness
- (4) Conformity

### **QUESTION 24**

What is ethics in research?

- (a) Ethics is complying with research that has been conducted before

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- (b) Interpreting data by respecting the rights of participants and respondents
  - (c) Research ethics is never breaking the law of the country in which you are conducting research
  - (d) It guides the researcher in terms of the standard of acceptable behaviour when doing research
- (1) (a) (c)
  - (2) (b) (c)
  - (3) (b) (d)
  - (4) (a) (b) (d)

### **QUESTION 25**

**Read the following scenario and identify what the researcher wanted to achieve in designing this study.**

**A researcher wants to find out how teachers experience cases of child abuse. He decides to conduct in-depth interviews with teachers (either individually or in groups) in which he will ask them to tell him about their thoughts on and experiences with child abuse.**

**The researcher wanted to ...**

- (1) ensure reliability by maintaining a proper scientific distance from the research participants
- (2) encourage research participants to talk openly by listening to them empathically
- (3) actively participate in teachers' experiences so that he can understand them empathically
- (4) use objective data-gathering techniques to determine own experiences empathically

### **QUESTION 26**

**To what does history as a threat to the internal validity of a study refer?  
The effect on the dependent variable of ...**

- (1) an event that occurred before the study started
- (2) an uncontrolled event that occurred during the study
- (3) the treatment administered during the study
- (4) the independent variable in the study

**[TURN OVER]**

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**QUESTION 27**

If the steps in the research process are executed in a sequential manner with little change to the original research design, the main aim of the study would probably be to

...

- (1) determine the relationship between variables
- (2) interpret the meaning of social phenomena
- (3) measure different dependent and independent variables
- (4) provide a rich description of subjective experiences

**QUESTION 28**

When doing quantitative research in social science, the expression 'true experimental design' refers to research where ...

- (1) experiments are performed on humans
- (2) dependent variables are measured to determine their effect on certain independent variables
- (3) design coherence is maintained by carefully controlling for internal validity
- (4) a researcher deliberately manipulates independent variables to determine their effect on dependent variables

**QUESTION 29**

A researcher is comparing two different memorization techniques. A sample of research participants are asked to use the one method to memorize the list of words and their recollection is tested an hour afterwards. A month later they are asked to memorize a different but similar list of words using the second technique and they are tested again. In each experiment the number of words are tested. The researcher finds that the second experiment shows less extreme scores (very high or very low) than was found in the first experiment

This is likely to be due to...

- (1) maturation
- (2) instrumentation
- (3) the testing effect
- (4) the regression effect

**QUESTION 30**

**A researcher using a qualitative approach conducts a series of focus group interviews in rural communities to determine whether the people are concerned about environmental issues. She discovers that the community groups are especially concerned about issues related to the quality of their drinking water. She decides to adapt the research design to focus more specifically on the quality of the water supply.**

**This is an example of the consideration of ... in the research design.**

- (1) scope
- (2) design flexibility
- (3) the research relationship
- (4) the intended outcome

**QUESTION 31**

**Which of the following statements regarding sampling is true?**

- (1) In quota sampling the researcher hand-picks persons to be included in a study
- (2) Random selection is used in all types of probability sampling designs
- (3) Stratified random sampling involves the selection of the most accessible elements of the population
- (4) A random sample is one in which 50% of the elements of a population have an equal chance of being selected

**QUESTION 32**

**A representative sample ...**

- (1) consists of at least 500 elements
- (2) must be a random sample
- (3) is defined as the inverse of the square root of the sample size
- (4) reflects the crucial characteristics of a population

**QUESTION 33**

**Differences between population parameters and sampling statistics are called ...**

- (1) sampling error
- (2) testing effects
- (3) population error
- (4) regression

**[TURN OVER]**

### **QUESTION 34**

**A researcher is studying the various domains of life and the importance of those domains to people. He fails to take into account the age of the respondents when determining the sample.**

**This is an example of ...**

- (1) chance factor error
- (2) bias in selection.
- (3) non-response error
- (4) response error

### **QUESTION 35**

**A researcher conducts 15 in-depth interviews with students registered for a masters' degree in the Health Studies department in a university in Limpopo. Data saturation was reached after the 15 interviews and no more interviews were conducted.**

**The research results...**

- (1) can be generalised to all masters students
- (2) cannot be generalised because the sample is too small
- (3) can be transferred to a similar context
- (4) cannot be transferred due to the small sample size

### **QUESTION 36**

**A researcher randomly selected 15 hospitals out of 20 to participate in a study. In each of the 15 hospitals, 10 units were randomly selected. From each of these 10 units 10 cleaners were randomly selected to participate in the study.**

**This type of sampling is called...**

- (1) cluster sampling
- (2) stratified sampling
- (3) systematic sampling
- (4) simple random sampling



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**QUESTION 37**

**When using a Likert scale to evaluate respondents' opinions about a health issue, which level of measurement are you applying?**

- (1) nominal
- (2) ordinal
- (3) interval
- (4) ratio

**QUESTION 38**

**You are planning to conduct a structured field observation. In what chronological order would you undertake the activities listed?**

- (a) Record the originally planned procedures and any deviations
  - (b) Devise or select a measuring instrument
  - (c) Formulate the operational definitions of what is to be observed
- (1) (a)→(b)→(c)
  - (2) (b)→(c)→(a)
  - (3) (c)→(a)→(b)
  - (4) (c)→(b)→(a)

**QUESTION 39**

**An advantage of using telephone interviews is that ..**

- (1) diverse opinions can be obtained whilst pretesting a measuring instrument
- (2) a sensitive topic can be researched
- (3) the time it takes to collect data is short
- (4) an interpersonal rapport can be established between interviewer and respondents

**QUESTION 40**

**You have compiled a questionnaire to test how employees in one organisation feel about new job evaluation and performance appraisal procedures.**

**Which method would you use to evaluate the reliability of the measuring scales?**

- (1) intercoder method
- (2) equivalent-forms method
- (3) test-retest method

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- (4) split-half method

**QUESTION 41**

**Which measurement error has occurred below?**

"In the midst of a focus group interview, the researcher's video camera stops working, because his battery is depleted – the researcher is unable to charge it due to load shedding"

- (1) Ordinal error
- (2) Nominal error
- (3) Random error
- (4) Systematic error

**QUESTION 42**

**What is the purpose of open questions in interviews and in questionnaires?**

- (1) To encourage respondents to express their own views
- (2) To receive responses that the researcher is sure about
- (3) To receive conformed views and ideas that can later be structured into a graph
- (4) To encourage participation of different ethnic and age groups

**QUESTION 43**

**You are creating a frequency distribution of the gender of students in your study group. In what chronological order would you do the following?**

- (a) Make a tally mark for every student in a particular category (male or female)
- (b) List the relevant categories (male and female)
- (c) Add the tally marks to get the total frequency for each category

- (1) (a) (b) (c)
- (2) (b) (a) (c)
- (3) (a) (c) (b)
- (4) (b) (c) (a)

**QUESTION 44**

**Standard deviation is to variability as the ... is to central tendency.**

- (1) mean
- (2) typical value
- (3) variance

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- (4) spread

**QUESTION 45**

Which correlation coefficient indicates the strongest linear relation among the variables?

A researcher finds the following correlation coefficients between income, family size and education.

income and family size +0,23  
income and education +0,45  
family size and education -0,49

- (1) +0,23  
(2) +0,45  
(3) - 0,49  
(4) not enough information is provided

**QUESTION 46**

A researcher is conducting a study on serious crimes. The relevant variable is 'type of crime' and the researcher obtains data on the number of crimes in a specific area for a specified time period. She distinguishes between murder, armed robbery and assault.

What type of graph would best display the frequency distribution of the crimes?

- (1) bar chart  
(2) histogram  
(3) X-Y plot  
(4) polygon

**QUESTION 47**

Which of the symbols below is conventionally used to indicate the variance of a sample of measurements?

- (1)  $s^2$   
(2)  $\bar{x}$   
(3)  $r$   
(4)  $s$

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### **QUESTION 48**

Which of the following types of descriptive statistics would **NOT** be used in order to summarize aspects of the distribution of a sample of scores or measurements?

- (1) mean
- (2) measure of skewness
- (3) correlation coefficient
- (4) standard deviation

### **QUESTION 49**

Data saturation means ...

- (1) the researcher is tired
- (2) the participants are tired
- (3) that there are no participants left to interview and/or to observe
- (4) that patterns and themes start recurring and no new information emerges

### **QUESTION 50**

From which of the following sources can the name of a category or a theme be deduced from?

Category and/or theme names can ...

- (a) come from the pool of concepts that researchers already have from their discipline and professional reading
- (b) be borrowed from the technical literature
- (c) be deduced from the words and/or phrases used by the participants themselves
- (d) be deduced and formulated from the questions posed to the participants

- (1) (b) (c)
- (2) (a) (d)
- (3) (a) (b) (c)
- (4) (b) (c) (d)
- (5) (a) (b) (c) (d)

### **QUESTION 51**

A/an ..... process entails moving from observations or data towards generalisations, hypotheses and theory.

- (1) inductive
- (2) deductive

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- (3) critical
- (4) evaluative

### **QUESTION 52**

**Choose the option which best describes the nature of qualitative collected data.  
Qualitative collected data are ...**

- (1) non-textual, numerical and structured
- (2) textual, non-numerical and unstructured

### **QUESTION 53**

**According to the RSC 2601 Study Guide, the organisation and preparation of collected data for analysis involves the following:**

- (a) transcribing the interviews verbatim
  - (b) typing of field notes
  - (c) sorting and arranging data into different types of data depending on the source of information
  - (d) the inclusion of non-verbal gestures, pauses, and sounds made by the participant during the interview
- 
- (1) (a) (c) (d)
  - (2) (b)
  - (3) (c) (d)
  - (4) (a) (b) (c) (d)

### **QUESTION 54**

**Qualitative researchers concern themselves with....**

- (a) the interpretation of subjective meaning
  - (b) the description of social contexts
  - (c) the privileging of lay knowledge
  - (d) the authentic representation of participants' perspectives
- 
- (1) (b) (c)
  - (2) (a) (b) (c) (d)
  - (3) (d)
  - (4) (a)

**[TURN OVER]**

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**QUESTION 55**

**When writing a journal article, theoretical background to the research should be located in the ...**

- (1) abstract
- (2) methodology
- (3) literature review
- (4) interpretation

**QUESTION 56**

**In which part of a research report are the descriptive statistics and findings normally reported?**

- (1) abstract
- (2) discussion
- (3) results
- (4) appendices

**QUESTION 57**

**In the literature review, a number of studies are referred to in order to establish the importance and viability of the research question.**

**This statement is ...**

- (1) true, because the researcher must ensure that previous research is not repeated
- (2) true, because the literature review helps narrowing a topic into a researchable question
- (3) false, because the research question needs to be established before writing the literature review
- (4) false, because the purpose of research is to explore new boundaries within a given field

**QUESTION 58**

**The first step in writing any research report is to identify the intended reader.**

**This statement is ...**

- (1) true, because the organisation and style of the report depend on the target audience
- (2) true, because writing the report is not part of the research process, but it is still vital to a research project

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- (3) false, because no matter who the audience, the primary goal in reporting research is accuracy
- (4) false, because in the research report, specific attention should be paid to the methodology used

**QUESTION 59**

**When evaluating a journal article it is important to consider whether ...**

- (1) the text takes the form of an inverted pyramid
- (2) the data is correctly archived
- (3) all sources are referenced correctly
- (4) the article does not exceed 20 pages

**QUESTION 60**

**The formulation of the problem to be resolved comes in ... of the research process.**

- (1) stage 1
- (2) stage 2
- (3) stage 3
- (4) stage 4

**[TOTAL: 100]**

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EXAMINATION MARK READING SHEET **EKSAMEN-MERKLEESBLAD**

**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

STUDY UNIT e.g. PSY100-X  
STUDIE-EENHEID by PSY100-X

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EXAMINATION CENTRE (E.G. PRETORIA)  
EKSAMENSENTRUM (BY PRETORIA)

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For use by examination invigilator  
Vir gebruik deur eksamenopsiener

**IMPORTANT**

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
6. CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

**BELANGRIK**

1. GEBUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
2. MERK AS VOLG
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**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

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UNIVERSITY EXAMINATIONS

UNIVERSITEITSEKSAMENS



**RSC2601**

( 477366)

May/June 2016

**RESEARCH IN SOCIAL SCIENCES**

Duration 2 Hours

100 Marks

**EXAMINERS**

FIRST  
SECOND

PROF D GELDERBLOM  
MISS S VAN DER MERWE

**Closed book examination**

**This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue**

**This paper comprises 20 pages. Pocket calculators are not required for this exam.**

**Please complete the attendance register on the back page, tear it off and hand it to the invigilator**

**VERY IMPORTANT**

- 1 You are about to answer **60** multiple-choice questions. If you are sure of the answer to an item, mark it as explained in the instructions. If you are not sure of the answer, you can either try to answer or omit the item.
  - (a) if you answer correctly, you will receive a mark, and
  - (b) If you answer incorrectly, you will not receive a mark. Since there is no penalty for wrong answers, you should try to answer every item in order to obtain the highest possible score.
- 2 Read the instructions on the examination mark reading sheet and follow these instructions carefully. After completing the examination, you must hand in the following:
  - (a) one mark-reading sheet, and
  - (b) **THIS EXAMINATION PAPER**

**Ensure that you have written the following on the mark-reading sheet.**

- your **student number**
- the module code – **RSC2601**
- the unique paper number **477366**

**[TURN OVER]**

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### **QUESTION 1**

**Ego involvement as a possible error in scientific inquiry is guarded against by researchers ...**

- (a) doing a thorough literature review
- (b) involving a sufficiently large sample of observations
- (c) rigorously testing hypotheses
- (d) sharing research results with fellow scientists

- (1) (a)
- (2) (a) (b)
- (3) (a) (b) (c)
- (4) (c) (d)

### **QUESTION 2**

**A boy convinces his family members that a strange cat visiting their home daily is a sign of a tragedy that is about to happen.**

**This is an example of ...**

- (1) authority
- (2) mysticism
- (3) common sense
- (4) overgeneralisation

### **QUESTION 3**

**To which of the following approaches to research does the description below refer?**

**“It is essential to consider shared meanings in order to understand social reality”.**

- (1) positivism
- (2) interpretivism
- (3) critical approach
- (4) feminist approach
- (5) postmodernism

### **QUESTION 4**

**Which of the following statements regarding epistemology is true?**

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- (1) Epistemological questions concern the principles or rules to be followed in *determining* the reality of an entity
- (2) Epistemology is the field of philosophy that concerns the nature of reality
- (3) The question whether False Memory Syndrome exists or not is an epistemological question
- (4) Epistemology helps us to decide what kinds of statements can be considered to be social scientific knowledge

### **QUESTION 5**

Which one of the following is **NOT** part of the first stage of research?

- (1) Hypothesis
- (2) Sampling
- (3) Research questions
- (4) Research design or plan

### **QUESTION 6**

Indicate the **correct** sequence of the four (4) main stages of research.

- (a) analysis and interpretation of results
  - (b) obtaining information
  - (c) defining the problem
  - (d) communicating the results
- 
- (1) (b) → (c) → (d) → (a)
  - (2) (c) → (b) → (d) → (a)
  - (3) (b) → (c) → (a) → (d)
  - (4) (c) → (b) → (a) → (d)

### **QUESTION 7**

Which of the following statements are true with regard to theories in the social sciences?

- (a) Theories can describe or explain a phenomenon
  - (b) Theories are broader in scope than approaches
  - (c) The level of abstraction of theories can differ
  - (d) Theories guide research
  - (e) Theories are speculations
- 
- (1) (b) (c)
  - (2) (a) (b) (d)
  - (3) (a) (c) (d)

**[TURN OVER]**

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- (4) (a) (c) (e)
- (5) (b) (e)

### **QUESTION 8**

**If a negative relationship exists between variables in a hypothesis, it implies that ...**

- (1) the two variables are not related
- (2) as the value of one variable decreases, the other variable also decreases in value
- (3) there is only a weak relationship between the two variables
- (4) as the value of one variable decreases, the other variable increases in value

### **QUESTION 9**

**Indicate the correct sequence of events during the initial stage of a research project.**

- (a) Conducting a literature review
  - (b) Decide on a topic to research
  - (c) Operationalising concepts
  - (d) Specifying a research question
  - (e) Framing a hypothesis
- 
- (1) (a) → (b) → (c) → (d) → (e)
  - (2) (b) → (a) → (d) → (e) → (c)
  - (3) (e) → (b) → (a) → (d) → (c)
  - (4) (b) → (d) → (e) → (c) → (a)

### **QUESTION 10**

**Identify in which of the following statements operationalisation of concepts has taken place.**

**A researcher ...**

- (a) is interested in finding out participants' level of alienation by referring to feelings of powerlessness
  - (b) suspects that people who work hard are more likely to be single
  - (c) plans to use the Retail Price Index to investigate inflation
  - (d) is interested in finding out whether alienation in the workplace leads to depression
- 
- (1) (a) (c)
  - (2) (b) (d)
  - (3) (b) (c)
  - (4) (a) (d)

### **QUESTION 11**

Which of the following definitions of theory is correct?

Theory is ...

- (1) a conceptual framework that provides an explanation of certain occurrences or phenomena
- (2) based upon social laws that provide predictions
- (3) a conceptual framework that provides both an exploratory and final explanation for certain occurrences or phenomena
- (4) useless until it has been thoroughly verified and universally accepted

### **QUESTION 12**

Which of the following statements correctly summarise(s) the significance of concepts in social research?

Concepts ...

- (a) provide explanations of phenomena
  - (b) suggest ways of measuring things
  - (c) often suggest new areas of reality to research
  - (d) provide a precise name for a phenomenon
- (1) (c) (d)
  - (2) (a) (b) (c) (d)
  - (3) (a) (b)
  - (4) (a)
  - (5) (d)

### **QUESTION 13**

Which of the following types of research is less applicable in qualitative research?

Research that . .

- (1) makes in-depth inquiries into complexities and processes
- (2) can be done by means of an experiment
- (3) tries to explore why the current policy and practice do not work
- (4) investigates an unknown phenomenon

**[TURN OVER]**

**QUESTION 14**

A characteristic of .. research is that the findings accept or reject theoretical propositions.

- (1) quantitative
- (2) qualitative
- (3) mixed methods
- (4) action

**QUESTION 15**

Which general purpose of research applies to the research question below?

What are the attitudes of health care professionals on abortion on demand?

- (1) prediction
- (2) explanation
- (3) control
- (4) description

**QUESTION 16**

A researcher explored and described the parenting skills of a group of parents that went for in vitro fertilisation (IVF) in 2010 and followed them until June 2014. This type of research is called ...

- (1) cross sectional research
- (2) longitudinal research
- (3) correlational research
- (4) explanatory research

**QUESTION 17**

A researcher used a focus group interview to collect data with the purpose of using the data obtained to develop a questionnaire as a final data gathering instrument.

This type of research is ..

- (1) qualitative research
- (2) time series research
- (3) longitudinal research
- (4) multiple methods research

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### **QUESTION 18**

**A researcher aims to conduct research with the purpose of gaining more insight into why HIV positive people prefer to disclose, or not disclose, their HIV status.**

**This will be an example of ... research.**

- (1) correlational
- (2) longitudinal
- (3) explanatory
- (4) experimental

### **QUESTION 19**

**The use of a hidden camera when conducting a face-to-face interview usually amounts to ...**

- (1) an unethical practice
- (2) the protection of privacy
- (3) voluntary participation
- (4) avoiding personal constraints

### **QUESTION 20**

**Which right is assured when we assign a code to participants which carries no self-identifying data?**

- (1) voluntary participation
- (2) informed consent
- (3) respect
- (4) anonymity

### **QUESTION 21**

**Select factors that can impose a risk on subjects' right to privacy, when conducting research.**

- (a) the researcher's gender
- (b) the sensitivity of the information
- (c) obtaining prior informed consent
- (d) the researcher's language preference
- (e) the setting where the research is conducted

**[TURN OVER]**

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- (f) how widely the findings are published
- (g) conducting a debriefing interview

- (1) (a) (b) (e)
- (2) (f) (g)
- (3) (b) (e) (f)
- (4) (c) (d)

### **QUESTION 22**

Which behavioural norm or principle is being described in this quotation?

**“The norm of ... has been hono[u]red for a given project when all research, including its means, ends, motives and consequences can be evaluated according to predetermined standards set by a scholarly community” (Smith 1988:284).**

- (1) respect
- (2) disinterestedness
- (3) universalism
- (4) communality

### **QUESTION 23**

**Ensuring that personal gain is NOT the sole reason for conducting research.**

The above statement is an example of which behavioural norm?

- (1) communality
- (2) disinterestedness
- (3) honesty
- (4) respect

### **QUESTION 24**

Which of the following practices are ethically questionable when conducting an interview?

- (a) not giving honest information about the purpose of the interview
- (b) asking a question that prompts a desired answer



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- (c) making recordings without the consent of participants
- (d) asking personal questions

- (1) (a) (c) (d)
- (2) (b) (c) (d)
- (3) (a) (b) (d)
- (4) (a) (b) (c)

#### **QUESTION 25**

**Which of the following is a defining characteristic that must be present in a true experimental design?**

- (1) Using a random sample of respondents
- (2) Including a pre-test and a post-test in the study
- (3) Random assignment of respondents to groups
- (4) Subjecting each respondent to two treatment conditions

#### **QUESTION 26**

**A quantitative research design involving treatment of two groups, where the respondents decide to which group they want to belong, is called a/an ... design.**

- (1) posttest only control group
- (2) quasi-experimental
- (3) voluntary
- (4) experimental

#### **QUESTION 27**

**Realism in a research project contributes to ...**

- (1) internal validity
- (2) external validity
- (3) conclusions on a casual effect
- (4) the mean

#### **QUESTION 28**

**Which characteristic of qualitative designs is reflected in the following?**

**[TURN OVER]**

**A researcher is investigating the experiences of victims of a natural disaster. She conducts in-depth open interviews with a limited number of the victims trying to understand the experiences of the particular individuals interviewed. These interviews are then analysed in detail.**

- (1) scope
- (2) flexibility
- (3) accuracy
- (4) outcome

#### **QUESTION 29**

**A researcher is asked to investigate the job satisfaction of employees in the administrative department of a large company. She presents a questionnaire with a job satisfaction scale to a sample of 20 people, randomly chosen from the department. A year later she returns to the same department, intending to do a follow-up study on the same sample of participants. She discovers that six of the staff members which she tested before are no longer working in the same department due to resignations, retirements or promotions.**

**This problem for the internal reliability of research is referred to as the problem of ...**

- (1) maturity
- (2) instrumentation
- (3) selection
- (4) mortality

#### **QUESTION 30**

**If a sample of data is not representative of the population, it is not possible to generalise findings of research to the wider population.**

**This problem represents a threat to the ... of the research.**

- (1) internal validity
- (2) external validity
- (3) design coherence
- (4) scope

#### **QUESTION 31**

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**Using smoking prevalence data, the researcher selects the first 20 male and the first 20 female smokers entering a hall to participate in a research study**

**This is an example of ... sampling.**

- (1) snowball
- (2) quota
- (3) purposive
- (4) theoretical

### **QUESTION 32**

**A researcher studying leadership selects enough business practitioners to form and opinion on management practices in a particular company.**

**Which of the following sampling techniques is applicable?**

- (1) quota
- (2) systematic
- (3) convenience
- (4) purposive

### **QUESTION 33**

**Random selection is used in ... sampling.**

- (1) convenience
- (2) stratified
- (3) purposive
- (4) accidental

### **QUESTION 34**

**Letters are used in the formula to do the calculations in order to determine the sample size. These symbols are also important when a researcher needs to present the data in the final report.**

**[TURN OVER]**

**The letter N refers to the ...**

- (1) sample size
- (2) population
- (3) accessible population
- (4) sample interval

**QUESTION 35**

**A researcher wants to study the smoking habits of women in South Africa.**

**Which of the following options will allow the researcher to draw a random sample from an accessible population?**

- (1) All women in South Africa
- (2) All women between 18 and 45 years of age
- (3) All women working in the clothing industry
- (4) All women who have cell phone contracts

**QUESTION 36**

**The aim of a study is to generalise the findings to a specific population, the sampling technique should be ..**

- (1) convenience sampling
- (2) simple random sampling
- (3) purposive sampling
- (4) snowball sampling

**QUESTION 37**

**Evaluate the following item from a self-administered questionnaire**

**What do you think about your local community newspaper?**

**The item is problematic because . .**

- (1) an open question is not appropriate here
- (2) it contains a vague agent of action
- (3) only one logical answer can be given
- (4) the question is vague

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**QUESTION 38**

**A ... is an example of primary data for social researchers.**

- (1) report which is based on press cuttings
- (2) summary of patients' complaints
- (3) directly televised speech by the President
- (4) press report about local health facilities

**QUESTION 39**

**You want to determine the underlying reasons why patients with tuberculosis are reluctant to return for follow-up visits to the local health clinic.**

**The most appropriate way in which you would collect this information, is by using ...**

- (1) semantic differential scales
- (2) Likert scales
- (3) participant observation
- (4) in-depth interviews

**QUESTION 40**

**Reactive observations (in field research) occur when .**

- (1) a researcher makes tape recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place
- (3) a researcher becomes involved with the activities of the group of participants being observed
- (4) the reason for a researcher's presence is not known to the group being observed

**QUESTION 41**

**Do you believe that the death penalty is ever justified?**

**\_\_ YES**

**\_\_ NO**

**If you answered "yes", please answer the remaining questions. If you answered "no", please skip questions 4-8.**

**[TURN OVER]**

The above is an example of a/an ..

- (1) contingency question
- (2) inventory question
- (3) ranking question
- (4) multiple-choice question

#### **QUESTION 42**

Which of the following methods of estimating the validity of an instrument implies a focus on what is being measured?

- (1) construct validity
- (2) predictive validity
- (3) concurrent validity
- (4) expert-jury validity

#### **QUESTION 43**

The value in a sample of scores that occurs with the greatest frequency is called the ..

- (1) central tendency
- (2) mode
- (3) median
- (4) mean

#### **QUESTION 44**

Standard deviation is sometimes preferred to variance because it is ...

- (1) a measure of variability
- (2) in original units of measurement
- (3) easier to calculate
- (4) an indication of the spread of scores

#### **QUESTION 45**

A market researcher is studying the relation between income and expenditure.

Which of the following statements best describe(s) a positive correlation between these two variables?

- (a) High income corresponds with high expenditure
- (b) High income corresponds with low expenditure

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- (c) Low income corresponds with low expenditure
- (d) Low income corresponds with high expenditure

- (1) (a)
- (2) (a) (c)
- (3) (b)
- (4) (b) (d)

#### **QUESTION 46**

Thirty respondents take part in a study on the effectiveness of a speed-reading course. Before starting the course, each respondent is presented with the same document. The time in minutes that it takes to read this document is noted for each respondent.

What type of graph would best display the frequency distribution of the reading times?

- (1) histogram
- (2) polygon
- (3) bar chart
- (4) scatterplot

#### **QUESTION 47**

A researcher is doing research on face recognition. Five photographs of individual faces are shown to each of fifteen (15) participants in the study. Afterwards a photograph of a large group of people is shown to each of the participants. Each one is asked to identify the individuals whose photos they had seen before. The number of persons in the group photo who were identified correctly by each participant is listed below (these have been arranged in numerical order, and not in the order in which the data was collected).

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The *mode* of this data set is ... and the *median* is ...

- (1) 3, 4
- (2) 5, 3
- (3) 5, 3 33
- (4) 3, 5

[TURN OVER]

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### **QUESTION 48**

Which one of the following measurements would you calculate to determine whether the frequency distribution of a specific variable is symmetrically distributed around the mean?

- (1) median
- (2) variance
- (3) kurtosis
- (4) skewness

### **QUESTION 49**

You are one of the lecturers for a research methodology course. A student asks you for tips that will assist reading through all the transcribed interviews successfully.

Which of the following tips would you share with the student?

- (a) If the transcripts are too extensive, do not attempt to read them all at once
- (b) When your mind starts to wander, or you become impatient, or start feeling uninterested, it is time to pause
- (c) Refrain from reading the transcripts from the beginning of the document. If you always confine your energy to the first section of your data, you are more likely to exclude or overlook valuable information from later sections

- (1) (a) (b)
- (2) (c)
- (3) (b) (c)
- (4) (a) (b) (c)

### **QUESTION 50**

Which of the following descriptions can pass as a definition or definitions for the concept 'code'?

- (a) A code is a tag or a label assigned to meaning units
- (b) A code is attached to words, phrases, sentences or paragraphs
- (c) A code is a short-hand way of identifying the theme/category in a transcription

- (1) (a)
- (2) (b)
- (3) (c)
- (4) (a) (b) (c)



### **QUESTION 51**

In a qualitative study on family relationships where a member abuses alcohol, the researcher noticed that all participants spoke about their struggle to “cope” with the behaviour of the abusing member.

Using the term “coping efforts of family members” abbreviated as (CE) she has ...

- (1) turned a major topic into a theme
- (2) identified major topics
- (3) done open coding
- (4) identified the first topic of the study
- (5) arranged the data

### **QUESTION 52**

Which of the following options best describes the contents that should be in a qualitative research report?

- (a) arguments, generalisations and statements
  - (b) deductions, quotations and theoretical explanations
  - (c) de-contextualised statements
  - (d) a rich description of data
  - (e) deductions, statistical data of how many said what and graphs
- (1) (c)
  - (2) (a) (e)
  - (3) (a) (b) (d)
  - (4) (e)

### **QUESTION 53**

Qualitative research was conducted and data was collected by means of semi-structured interviews. The data were analysed according to the eight steps proposed by Tesch (in Creswell 1994 and 2009).

In presenting the findings of the research conducted the researcher should *firstly* ...

- (a) present a thematic presentation of the research findings
- (b) present a biographical profile relating to the research population
- (c) present a biographical profile relating to the sample group

**[TURN OVER]**

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(d) present all the data that was collected

- (1) (a) (b) (c)
- (2) (a) (d)
- (3) (c)
- (4) (b)

#### **QUESTION 54**

**The main tasks during qualitative data analysis entails ...**

- (a) sifting and sorting masses of information collected in such a way that themes/categories are identified
  - (b) de-contextualising the masses of information collected in such a way that themes/categories are identified
  - (c) dissecting the masses of information in such a way that themes/categories are identified
  - (d) capturing the collected information electronically
- (1) (a) (b) (d)
  - (2) (b) (c) (d)
  - (3) (a) (c)
  - (4) (a) (b) (c)
  - (5) (a) (b)

#### **QUESTION 55**

**The preparation and writing of a research report is determined by the purpose of the report.**

**This statement is ..**

- (1) true, since the intended audience largely influences the way a report is constructed
- (2) true, because writing the report only occurs at the end of your research
- (3) false, since writing the report requires selectivity based on your findings
- (4) false, because the format of a report is limited by the type of method used

#### **QUESTION 56**

**Reports on research in the mass media are usually limited to findings and sampling because ...**

- (a) newspapers must make the research sensational
- (b) journalists have different perspectives on what is important

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- (c) the general public does not understand academic jargon
- (d) the general public is not always interested in the details of research

- (1) (a) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (b) (c) (d)

#### **QUESTION 57**

**In a research report the researcher fails to indicate how a sample was drawn from a population of respondents living in an informal settlement.**

**You would criticise the above-mentioned because the following scientific criterion of the study CANNOT be confirmed ...**

- (1) external validity
- (2) time-dimension
- (3) objectives
- (4) problem statement

#### **QUESTION 58**

**Which type of reasoning is a researcher using in a report in which he first gives an overview of the mass media as a source of information and then deals with an analysis of specific media preferences of respondents?**

- (1) inductive
- (2) deductive
- (3) critical
- (4) judgemental

#### **QUESTION 59**

**The three primary functions of a research report, as identified by Babbie, are ...**

- (a) record keeping of the various steps you followed when doing the research
- (b) stimulating and directing further inquiry
- (c) communicating scientific data and ideas
- (d) contributing to a general body of scientific knowledge
- (e) demonstrating the author's research skills

**[TURN OVER]**

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- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (c) (d) (e)
- (4) (a) (d) (e)

**QUESTION 60**

**In the case of quantitative research, the amount of detail to be included in a journal article ...**

- (1) needs to conform to scientific norms
- (2) must be sufficient so that the research can be replicated
- (3) can be restricted to the minimum
- (4) must be structured in a way that the reader can understand clearly

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2. MERK AS VOLG
3. KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
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UNIVERSITEITSEKSAMENS

**RSC2601****( 477594)****May/June 2014****RESEARCH IN SOCIAL SCIENCES****Duration 2 Hours****60 Marks****EXAMINERS :****FIRST :****DR JF DE SOUSA****SECOND****MISS S VAN DER MERWE****PROF R VAN EEDEN****Closed book examination.**

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**This examination paper consists of 21 pages plus instructions for the completion of a mark-reading sheet**

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

**This paper consists of 60 (sixty) multiple-choice questions, which must be answered on the mark-reading sheet. Your mark out of 60 will be converted to a percentage (100 marks) by the computer.**

**After completing your answers, you must hand in the following:**

- (1) The mark-reading sheet**
- (2) The examination paper (All pages must be handed in.)**

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE (RSC2601) AND UNIQUE PAPER NUMBER 477594 ON THE MARK-READING SHEET**

**[TURN OVER]**

### QUESTION 1

Ego involvement as a possible error in scientific inquiry is guarded against by researchers

- (a) doing a thorough literature review.
- (b) involving a sufficiently large sample of observations
- (c) rigorously testing hypotheses.
- (d) sharing research results with fellow scientists

- (1) (a)
- (2) (a) (b)
- (3) (a) (b) (c)
- (4) (c) (d)

### QUESTION 2

What research norm is reflected in the following scenario?

A report on the results and recommendations of an investigation into examination preparation problems experienced by a sample of Unisa students, is circulated amongst knowledgeable researchers and academics in South Africa and internationally for comment

- (1) honesty
- (2) transparency
- (3) communalism
- (4) organised scepticism

### QUESTION 3

According to your Study Guide, which of the following statements is incorrect regarding norms of scientific research?

- (1) Research results must see the light of day so that the scientific community can review and criticise them.
- (2) The purpose of organised scepticism is to ensure that scientific knowledge can stand up to close examination
- (3) In evaluating research reports reviewers usually rely both on the stature of the researcher and the scientific merit of the research

[TURN OVER]

- (4) Scientists are slow to reject a theory even when new evidence invalidates it, but eventually they are willing to adopt a better theory, i.e. one which explains not only the new evidence that disconfirms the old theory but also the old evidence that supported it.
- (5) The norms of scientific inquiry are only likely to be upheld if the institutional context in which research takes place is conducive to it

**QUESTION 4**

Choose the correct option. Match the assumptions embedded in the statements below to the appropriate methodological approach

- (a) Values are an integral part of social reality
- (b) Social events and patterns of relationships can be predicted by social laws
- (c) Researchers should approach social reality in a neutral, value-free and detached manner.
- (d) Social reality is constructed by the purposeful interactions of human beings and can only be studied with reference to the meanings thus generated

- i. **positivist approach**
- ii. **interpretive approach**

- (1) (a)=i, (b)=ii, (c)=ii, (d)=i
- (2) (a)=ii, (b)=ii, (c)=i, (d)=i
- (3) (a)=ii, (b)=i, (c)=i, (d)=ii
- (4) (a)=i, (b)=i, (c)=ii, (d)=ii
- (5) (a)=i, (b)=ii, (c)=i, (d)=i

**QUESTION 5**

In the context of positivism, value freedom implies that

- (a) values are not important for positivists to research
- (b) positivists distance themselves in research from their own values.
- (c) objective findings can be made about social reality
- (d) the values of the positivist must take precedence in the research process
- (e) objectivity is pursued by using standardised research procedures.

- (1) (a) (c) (e)
- (2) (a) (d) (e)
- (3) (b) (c) (d)
- (4) (b) (c) (e)
- (5) (c) (d) (e)

**[TURN OVER]**



### QUESTION 6

Which of the following statements are true?

Critical social scientists and feminist researchers

- (a) may sometimes use the same data-collection method
- (b) pursue value freedom in research
- (c) both depart from a male-centric view of the world
- (d) are both opposed to what they believe to be oppressive social structures

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (d)
- (5) (b) (d)

### QUESTION 7

Which of the following are characteristics of theories in the social sciences? They

- (a) consist of propositions organised into a logical sequence
- (b) consist of statements about particular aspects of the world that build on one another.
- (c) make connections between different phenomena.
- (d) make observations meaningful.

- (1) (a) (b)
- (2) (c) (d)
- (3) (a) (c) (d)
- (4) (a) (b) (c) (d)

### QUESTION 8

Which of the following statements are true?

Operationalisation

- (a) provides a concept with observable indicators
- (b) allows us to see if a concept is present among the populations we are studying.
- (c) specifies the direction of causality
- (d) excludes the presence of intervening variables

- (1) (a) (b)

[TURN OVER]

- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (b) (d)

### **QUESTION 9**

Which of the following statements are true with regard to theories in the social sciences?

- (a) Theories can describe or explain a phenomenon
- (b) Theories are broader in scope than approaches
- (c) The level of abstraction of theories can differ
- (d) Theories guide research
- (e) Theories are speculations.

- (1) (b) (c)
- (2) (a) (b) (d)
- (3) (a) (c) (d)
- (4) (a) (c) (e)
- (5) (b) (e)

### **QUESTION 10**

Which of the following statements are true?

In social science research deduction is the process of reasoning whereby

- (a) general statements are made from specific evidence
- (b) one moves from the abstract to the concrete
- (c) general principles are linked to specific contexts
- (d) abstract statements are derived from concrete evidence

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (d)

### **QUESTION 11**

Which of the following statements help(s) us to understand the relationship between theory and practice?

- (a) Theory offers a conceptual framework that can guide research

**[TURN OVER]**

- (b) It is naive to imagine that research is possible without some theoretical framework.
- (c) Empirical studies are based on theory and theories in turn are grounded in empirical studies
- (d) Theory has no relation to empirical research
- (e) New evidence developed through research does not affect theory

- (1) (a) (b) (d)
- (2) (a) (b) (e)
- (3) (d)
- (4) (e)
- (5) (a) (b) (c)

### QUESTION 12

The words in **bold** are an example of an independent variable in which of the following statements?

- (1) One's **state of health** depends on one's income.
- (2) Severe stress leads to **personality disintegration**
- (3) Revolutions are caused by **relative deprivation**.
- (4) **Neurotic behaviour** is caused by early childhood experiences
- (5) Malnutrition is a cause of a **depressed immune system**

### QUESTION 13

Ten (10) students from a specific small town completed their master's degrees at the same university in 2010. They are all now invited to participate in research to describe their research experiences after obtaining their degrees. This will be a \_\_\_\_\_ study

- (1) trend design
- (2) panel
- (3) longitudinal
- (4) cohort

### QUESTION 14

A student conducts research on crimes against women in South Africa. She wants to give an accurate profile of the respondents and provide information about the phenomenon. She is conducting ..... research.

- (1) descriptive
- (2) explanatory

[TURN OVER]

- (3) time-series
- (4) exploratory

**QUESTION 15**

The researcher posed the following question to a participant during his research project

"Please describe to me your experiences while your car was hijacked "

The researcher is conducting . . . research

- (1) quantitative descriptive
- (2) time series
- (3) qualitative descriptive
- (4) longitudinal

**QUESTION 16**

To gather details of a situation, a researcher should conduct . . . research.

- (1) descriptive
- (2) evaluation
- (3) explanatory
- (4) longitudinal

**QUESTION 17**

Which of the following are types of applied research?

- (a) social-impact assessment
  - (b) action research
  - (c) academic research
  - (d) evaluation research
- 
- (1) (a) (b) (c)
  - (2) (b) (c) (d)
  - (3) (a) (b) (d)
  - (4) (a) (c) (d)

**QUESTION 18**

Cross-sectional studies concentrate on the . . . of the problem being investigated

**[TURN OVER]**

- (1) structuring
- (2) repeatability
- (3) here and now
- (4) reliability and validity

**QUESTION 19**

Which of the following statements are correct?

- (a) Obtaining substitute consent is only necessary when the research involved children.
- (b) Substitute consent is obtained from a person who is not directly involved in the research.
- (c) Obtaining consent is an issue of respect, but has no legal implications
- (d) Consent should be given voluntarily by a person who is able to do so and must be based on correct information.
- (e) An example of consent is a person agreeing to participate in a focus group interview.

- (1) (a) (b) (c)
- (2) (c) (d) (e)
- (3) (b) (d) (e)
- (4) (a) (b) (d)

**QUESTION 20**

Which ethical requirement is neglected by using the following data-collection technique?

As a human resources manager of a large firm you suspect that one of the main reasons why employees are dissatisfied can be ascribed to barriers in the information flow from supervisors to employees in the lower ranks. You set up a series of interviews over a period of six months. Unobtrusive cameras are installed behind a one-way mirror and unbeknown to the employees, the interviews are recorded.

- (1) time dimension
- (2) universalism
- (3) privacy
- (4) sampling

**[TURN OVER]**

**QUESTION 21**

Social science researchers should ensure that the procedure followed and information collected during data collection do not conflict with the participants' right to privacy. Identify the three aspects to keep in mind in order to ensure the privacy of respondents.

- (a) Whether the research is qualitative.
- (b) Sensitivity of the information
- (c) The place where the research is conducted
- (d) The presence of a control group
- (e) How public the research findings will be made.

- (1) (a) (b) (c)
- (2) (b) (c) (d)
- (3) (a) (c) (e)
- (4) (b) (c) (e)

**QUESTION 22**

If the Hawthorne effect occurs during a research study, this effect will influence

- (1) the duration of the study
- (2) potential harm
- (3) informed consent
- (4) internal validity.

**QUESTION 23**

The use of a hidden camera when conducting a face-to-face interview usually amounts to

- (1) an unethical practice
- (2) the protection of privacy
- (3) voluntary participation
- (4) avoiding personal constraints

**QUESTION 24**

To which of these steps in the research process do ethical guidelines apply?

- (a) Research design
- (b) Literature review
- (c) Sampling
- (d) Data-collection

**[TURN OVER]**

(e) Data-analysis

- (1) (a) (b)
- (2) (b) (c)
- (3) (c) (d)
- (4) (a) (b) (c) (d) (e)

### QUESTION 25

The following are characteristics of a true experimental design:

- (a) it involves a treatment
- (b) there is an experimental and a control group
- (c) a pretest and a posttest are administered
- (d) respondents are assigned ethically to the different groups

- (1) (a) (b)
- (2) (a) (c)
- (3) (b) (d)
- (4) (c) (d)

### QUESTION 26

Realism in a research projects contributes to

- (1) internal validity
- (2) external validity
- (3) conclusions on a casual effect
- (4) the mean

### QUESTION 27

A research design involving an experimental and a control group, in which subjects are assigned to groups by tossing a coin, is a(n) . . . design

- (1) quasi-experimental
- (2) pre-experimental
- (3) non-experimental
- (4) experimental

[TURN OVER]

**QUESTION 28**

A researcher has an expectation about how a study will turn out, and the study does in fact turn out that way because of his beliefs. This is called

- (1) the Hawthorne effect.
- (2) the regression effect.
- (3) selection bias.
- (4) none of the above

**QUESTION 29**

The following factors should be taken into account to ensure that the research design is coherent

- (a) the meaning of social phenomena
- (b) the purpose and use of the research
- (c) the data-collection and data-analysis techniques

- (1) (a) (b)
- (2) (a) (b) (c)
- (3) (b) (c)
- (4) (a) (c)

**QUESTION 30**

Which characteristics of qualitative designs are included in the following scenario?

A researcher is interested in the initial interaction amongst strangers. She decides to observe patients in a doctor's reception area every morning for a week without making the purpose of her presence known. She takes field notes which she later codes and analyses in terms of themes on initial interaction that emerges. These themes will be presented as a conference paper.

- (a) scope
- (b) design flexibility
- (c) research relationship
- (d) intended outcome

- (1) (a) (b) (c)
- (2) (a) (c) (d)

**[TURN OVER]**



- (3) (b) (c) (d)
- (4) (a) (b) (d)

**QUESTION 31**

A researcher wants to identify the health needs of the workers in a tobacco company. Eighty percent (80%) of the workers are men. In order to generalise the findings, the sampling technique should be a

- (1) simple random sampling.
- (2) systematic sampling.
- (3) cluster sampling.
- (4) stratified random sampling

**QUESTION 32**

Selecting the first 100 people crossing a street, is an example of ... sampling.

- (1) convenience
- (2) purposive
- (3) theoretical
- (4) snowball

**QUESTION 33**

An accidental sample is

- (1) **not** necessarily biased.
- (2) generally obtained through costly sampling procedures.
- (3) only used in nonexperimental research
- (4) always part of quota sampling

**QUESTION 34**

A researcher is studying the various domains of life and the importance of those domains to people. He fails to take into account the age of the respondents when determining the sample

This is an example of

- (1) chance factor error
- (2) bias in selection.

**[TURN OVER]**

- (3) non-response error
- (4) response error

**QUESTION 35**

Bias in sampling refers to

- (1) systematic overrepresentation or underrepresentation of one or other segment of the population on the attribute of interest
- (2) lack of heterogeneity in the population with regard to the attribute of interest
- (3) sample selection in nonprobability sampling
- (4) the margin of error in the data obtained from samples.

**QUESTION 36**

Random selection is used in . sampling

- (1) quota
- (2) judgemental
- (3) cluster
- (4) accidental

**QUESTION 37**

Read the following item from a self-administered questionnaire

Indicate your age group

- ☐ 18 years or younger
- ☐ 18 – 30 years
- ☐ 30 – 40 years
- ☐ 40 – 50 years
- ☐ 50 – 60 years
- ☐ 60 years or older

The item is problematic because

- (1) it contains no absolute zero.
- (2) the categories are not exhaustive.
- (3) the categories are not mutually exclusive
- (4) it contains a vague agent of action

**[TURN OVER]**

**QUESTION 38**

You want to determine the underlying reasons why patients with tuberculosis are reluctant to return for follow-up visits to the local health clinic. The most appropriate way in which you would collect this information, is by using

- (1) semantic differential scales
- (2) Likert scales
- (3) participant observation.
- (4) in-depth interviews

**QUESTION 39**

Evaluate the following item from a self-administered questionnaire.

Our service to the elderly people in the community should be extended to include daily group discussions

Select one of the following options that corresponds with your opinion on the above-mentioned statement:

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Neutral           | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The above-mentioned item is problematic because

- (1) the scale used in the item is not appropriate.
- (2) the item contains a negative statement.
- (3) reference is made to a vague agent of action
- (4) the item contains a double-barrelled statement

**QUESTION 40**

Evaluate the following item from a self-administered questionnaire

**[TURN OVER]**

What is the highest level of education you have completed?

- ☐ Grade 12
- ☐ National diploma
- ☐ Master's degree
- ☐ Doctoral degree

The item is problematic because

- (1) the categories are not mutually exclusive.
- (2) it is an unfair question
- (3) the categories are not exhaustive.
- (4) it contains a vague agent.

#### QUESTION 41

Nonparticipant observation in field research occurs when

- (1) a researcher makes audio recordings of conversations, but does not get involved in the social interaction
- (2) the Hawthorne effect takes place.
- (3) a researcher becomes involved with the activities of the group of participants being observed.
- (4) the reason for a researcher's presence is not known to the group being observed

#### QUESTION 42

Evaluate the following item from a self-administered questionnaire.

What do you think about your local community newspaper?

The item is problematic because

- (1) here an open question is not appropriate.
- (2) it contains a vague agent of action.
- (3) only one logical answer can be given
- (4) the question is vague.

**[TURN OVER]**

**QUESTION 43**

All the Grade 7 learners in a school wrote a diagnostic mathematics test two (2) weeks before their final examination. The aim is to distinguish between those learners who mastered the required skills, those who are at the required level but who might benefit from additional work, and those who need remediation

What type of graph would best display the frequency distribution of the test results?

- (1) histogram
- (2) polygon
- (3) bar-chart
- (4) scatterplot

**QUESTION 44**

The procedures used to make generalisations about the population, based on the results of a sample, are referred to as

- (1) generalisations
- (2) descriptive statistics.
- (3) inferential statistics
- (4) coding

**QUESTION 45**

Which measure(s) of central tendency is/are the largest for the following set of data?

4      6      8      8      14

- (1) mode
- (2) median
- (3) mean
- (4) all three measures are equal

**QUESTION 46**

The following measure of variability is based on all the scores in a sample

- (1) spread
- (2) range
- (3) standard deviation
- (4) means

**[TURN OVER]**

**QUESTION 47**

A researcher is interested in the relationship between the hours per week that regular users of the internet spend online and the size of the families of these internet users (that is, the number of members in the family of each). Using data which was obtained from a sample of 100 regular users of the internet, she calculates a correlation coefficient between the variables *family size* and *hours per week on the internet*. She finds a value for the correlation coefficient of  $r = -0,5$ . Which of the following is the most plausible conclusion which she can make, based on this result?

- (1) People who come from smaller families spend less time on the internet.
- (2) The relationship between family size and time spend on the internet is very weak.
- (3) People who come from larger families spend less time on the internet.
- (4) There was an error in the calculation because it is impossible to get a correlation coefficient of less than zero.

**QUESTION 48**

A researcher is conducting a study on serious crimes. The relevant variable is 'type of crime' and the researcher obtains data on the number of crimes in a specific area for a specified time period. She distinguishes between murder, armed robbery and assault and found that there were five murders, eight armed robberies and 12 assaults.

Which measure of central tendency would be the most appropriate to describe the findings?

- (1) mean
- (2) median
- (3) mode
- (4) typical value

**QUESTION 49**

Which of the following are characteristics of qualitative data?

- (a) It is based on the interpretation of individuals' subjective experiences
- (b) It can be mainly measured in a structured way
- (c) Because it is not measured in a systematic way, it is not open to being coded
- (d) It provides a detailed textual description of a particular phenomenon

- (1) (b) (c)
- (2) (c) (d)
- (3) (a) (d)
- (4) (a) (b) (d)
- (5) (a) (b) (c) (d)

**[TURN OVER]**

**QUESTION 50**

In a qualitative study on family relationships where a member abuses alcohol, the researcher noticed that all participants spoke about their struggle to “cope” with the behaviour of the abusing member. Using the term “coping efforts of family members” abbreviated as (CE) she has

- (1) turned a major topic into a theme
- (2) identified major topics.
- (3) done open coding.
- (4) identified the first topic of the study.
- (5) arranged the data

**QUESTION 51**

Whilst analysing qualitative data the researcher cuts sections of coded text from different transcripts and places these in a designated file. This activity prepares her to do the following

- (1) start coding the data
- (2) read more intensively
- (3) interpret findings
- (4) organise her files
- (5) count how many clippings she has

**QUESTION 52**

If themes derived in a qualitative study are adjusted towards the end of the analysis process, this is an instance of

- (a) unethical research practice
  - (b) moving among the steps
  - (c) taking apart data
  - (d) seeking alternative explanation
  - (e) lack of direction
- (1) (a)
  - (2) (e)
  - (3) (c) (e)
  - (4) (b) (d)
  - (5) None of the above

**[TURN OVER]**

**QUESTION 53**

Which of the following options best describes the contents that should be in a qualitative research report?

- (a) arguments, generalisations and statements.
- (b) deductions, quotations and theoretical explanations
- (c) de-contextualised statements
- (d) a rich description of data.
- (e) deductions, statistical data of how many said what and graphs.

- (1) (c)
- (2) (a) (e)
- (3) (a) (b) (d)
- (4) (e)

**QUESTION 54**

The major task of a qualitative researcher during the process of data analysis is to

- (1) take apart the masses of information into smaller pieces and rearranging it into a larger consolidated picture
- (2) dissect the masses of information into smaller pieces and rearranging it into a smaller consolidated picture

**QUESTION 55**

The introduction to a research report should

- (1) be written comprehensively, so that it is equal in length to other sections.
- (2) comprise the problem, the method used and research findings.
- (3) be written after the body of the report has been completed
- (4) contain an extensive review of the supporting theory

**QUESTION 56**

Which type of reasoning is a researcher using in a report in which he first gives an overview of the mass media as a source of information and then deals with an analysis of specific media preferences of respondents?

- (1) inductive
- (2) deductive
- (3) critical

**[TURN OVER]**



- (4) judgemental

**QUESTION 57**

Which of the following should be presented in the appendices to a research report?

- (1) relevant quotations
- (2) addresses of participants
- (3) references
- (4) calculations

**QUESTION 58**

Having presented the raw data in a report on your research, you can proceed directly to writing the conclusion

This statement is

- (1) true, because the use of statistics adequately summarises the data being studied
- (2) true, because you need to report your methodology as accurately as possible.
- (3) false, because you need to generalise your findings from the sample to the population.
- (4) false, because you need to extract meaningful information from the data in a discussion.

**QUESTION 59**

The major aim of report writing is to

- (1) standardise research
- (2) document the results.
- (3) identify variables
- (4) define concepts

**QUESTION 60**

Essentially quantitative research consists of four steps. Identify the correct order in which these steps occur

- (a) collecting data
- (b) communicating the results
- (c) planning the study
- (d) analysing the data

**[TURN OVER]**

**21**

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**TOTAL: [60]**

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**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

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For use by examination invigilator  
Vir gebruik deur eksamenopsiener

**IMPORTANT**

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
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7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

**BELANGRIK**

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6. KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
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**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

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# 1. STRATEGIES OF DISCOVERY

## 1.1 INTRODUCTION

- Inquiry ~ Process whereby we gain knowledge
  - by observing how things are and thinking logically about what we observed.
- Social World ~ The part of our existence dealing with how people interact
- Science = A process of inquiry using logic, observation & theory
  - Logical (makes sense)
  - Has a reference (observed evidence)
  - Gives a theory (explanation for what was observed)
- Scientific research = Systematically examine & think about a question.

## 1.2 SOURCES OF GENERAL KNOWLEDGE

### 1.2.1 Tradition

- We inherit a culture containing generally accepted knowledge
    - ~ Knowledge is cumulative & we can learn from previous generations
- BUT Can be led into falsehood:
- Thinking traditionally → don't find out how the knowledge was obtained in the first place
    - Source of knowledge is not questioned
  - Every scientific discipline is based on a tradition of thought

### 1.2.2 Authority

- Accepting something as true because of the status of the person who discovered the truth.
  - Can help ~ The expert probably has experience & knows what he is talking about
    - Can hinder ~ Can overestimate the person's expertise
- Experts can be wrong.

### 1.2.3 Mysticism and religion

- Religious knowledge is based on the authority of sacred texts
- Religion can offer meaning, but is not a reliable guide to the literal state of the world

### 1.2.4 Common sense

- Ordinary reasoning
- Relates to what people know intuitively/instinctively
- Helpful → In everyday life, making decisions & solving problems.
  - Covers topics everyone knows about & so helps communication

BUT

- ~contains illogical reasoning
- ~ Doesn't - systematically consider how ideas are related to each other
  - collect information systematically
- ~ Common sense often originates in tradition

### 1.2.5 Media myths

- Mass media ~ Powerful influence on knowledge
  - ~ Most people develop their knowledge from what they see, hear & read in the media
  - ~ BUT its chief purpose is entertainment, not to accurately present reality
- This leads to distorted information & errors

## 1.3 Errors in human inquiry and how scientists try to avoid them

### 1.3.1 Inaccurate observation

- We need to know "what" before we can explain "why"
- People tend to carelessness when observing everyday events
- Scientific Observation ~ Contrasts with this in that it is a conscious activity
  - ~ Deliberate
  - ~ Both simple & complex measurement devices help prevent us from making inaccurate observations.

### 1.3.2 Over-generalization

- Arriving at a general conclusion about a thing when we have only observed a few cases of that thing.
- Using a few events to arrive at a conclusion → means we ignore the possibility that observing more cases may disprove our conclusion
- Esp tempting when there is pressure to reach a conclusion
- Halo-effect = Over-generalizing from one very good aspect of a thing
- Scientific safeguards against overgeneralization ~ Sufficiently large samples of observations
  - ~ Replication of inquiry

### 1.3.3 Selective observation

- Tends to follow from over-generalization
- Once you believe events follow a particular pattern, and you think you know why:
  - you tend to pay attention to situations that correspond to that pattern
  - & ignore/overlook situations that conflict with it.

p9

- Scientific safeguards against Selective Observation
  - ~Using a research design that specifies the number & kind of observations needed
  - ~ Conclusions are based on analysis of all the observations specified in the research design.

### 1.3.4 Ego involvement in understanding

- We are personally involved in our research, & understanding has psychological significance.
- Disproof of our understandings make us feel foolish.
- This creates a barrier to objective further enquiry.
- Scientific Safeguard against ego involvement ~ Testing of hypotheses in a systematic manner.
  - ~ Making the research public enables evaluation by other scientists

### 1.3.5 The premature closure of inquiry

- Tends to follow from the other errors
- We stop inquiring before the evidence for sound conclusions is adequate.
  - (Before our understanding is complete)
- Scientific Safeguards ~ Doing a thorough literature review:
  - this reveals the scope & complexity of the topic.

However: Science is an open-ended enterprise, and conclusions are constantly modified.

## 1.4 Norms of the scientific community

- Norms = Rules of conduct in particular situations, that are enforced by positive & negative sanctions
- Norms in the scientific community:
  1. **Universalism** → Research is to be judged purely on the basis of its scientific merit
    - (regardless of who conducted it or where it was done)
  2. **Organised Scepticism** → All evidence should be challenged & questioned.
    - This ensures that research can stand up to examination.
  3. **Disinterestedness** → Scientists must be neutral, impartial & open to unexpected observations/new ideas.
    - Should not be rigidly weeded to an idea or pov
    - Should accept, & look for, evidence that runs contrary to their views.
  4. **Communalism** → Knowledge belongs to everyone & should be shared.
    - Creating scientific knowledge is a public act & the findings are public property
    - The way in which research was conducted must be described in detail
    - New knowledge is only formally accepted once it has been reviewed by other researchers & it has been made publically available in a special form & style.
  5. **Honesty** → Scientific honesty in all research is essential.

- These norms can be in conflict, in which case precedence must be given to one over another.
- Norms are ideals of professional conduct → but researchers are influenced by various personal factors
- Norms of science are sometimes violated → Esp if scientists become too closely involved in agendas that go beyond the scientific field (financial/political interests)  
(see p14 for discussion)
- Scientists check on each other by:
  - subjecting research reports to scrutiny by publishing them in academic books/journals
  - Scientific community criticizes these reports, regardless of the status of the author
  - admitting all knowledge is tentative, to be accepted only until disproved.
  - condemning dishonesty in research.
- For this to work it is necessary that:
  - Scientists work in an environment where they have autonomy from outside control.
  - All research results must see the light of day (this one is problematic)
  - Scientists must be reflexive: Be aware of own assumptions  
investigate own possible prejudices.

## 1.5 Stages in research

### 1.5.1 Stage 1: defining the problem

- research design or plan
- research problem
- literature review
- theory
- assumptions
- hypothesis
- research questions

### 1.5.2 Stage 2: obtaining the information

- sampling
- data collection

### 1.5.3 Stage 3: analyzing and interpreting information

- describing and interpreting quantitative data
- describing and interpreting qualitative data

### 1.5.4 Stage 4: communicating results

This involves writing the research report.

## 1.6 Questions about the nature of the world and the nature of knowledge about the world

- There is disagreement about the basic assumptions underlying research
  - ~ More so in the social sciences than the natural sciences.
- Ontological Assumptions = Refers to what researchers believe exists & is real
  - Seldom questioned or examined.
  - Concerns the primary issues researchers have to deal with, as they influence all subsequent decisions.
- Epistemological questions → Deal with how we can know & explain something
  - Regards the nature (structure/format) of knowledge (rather than content)
  - Implies that we must decide what qualifies as social scientific knowledge.

## 1.7 Three dominant approaches to research

- Positivist, interpretive & critical approaches.
- These represent the conventional approaches to social science.
- Approaches are classified according to their basic ontological & epistemological assumptions.

### 1.7.1 The Positivist approach

A systematic way of doing research that emphasizes the importance of observable facts.

#### *View of social reality*

- Social reality → Can be discovered
  - can be perceived through the senses as it exists “out there”.
  - is independent of the “knower”
- Human Behavior → Determined by external influences that produce particular effects under certain circumstances
  - Is predictable reactions, because humans are rational
- Regularities → Social Laws
  - used to explain social events & relationships. .
- Social reality reflects certain patterns, & the behavior of humans is a product of these patterns.



### *View of how to gain knowledge of social reality*

This conception of the nature of social reality leads to the following understanding of knowledge:

- Social sciences should be studied the same way as natural sciences
  - Social phenomena are open to outside, empirical observation (because they exist in their own right)
  - All knowledge is based on facts & facts are empirically established by the senses.
  - It is crucial that researchers approach social reality in a neutral, value-free, detached & systematic way.
  - Methodological tools are developed to collect evidence that is observable (& thus measurable)
  - Standardized procedures are followed,
    - ensuring a detached approach to represent social reality accurately & free from bias.
  - Knowledge gained can be used to predict occurrences & control events.
  - Knowledge is cumulative, so all knowledge of a topic can be used
- Positivist ~ Want to give social science more powers of explanation.
    - ~ Believe it is right to use our knowledge of causal social laws to help society progress.

### **1.7.2 The Interpretive approach**

An approach to social science that emphasizes the importance of insiders' viewpoints to understanding of social realities.

#### *View of social reality*

- Social reality is inherently meaningful
- People interpret situations & so decide how to respond,
  - THUS they attribute meaning to a situation by consciously participating in it.
- Meaning is constructed through human interaction & defining a situation to make sense of it.
- Meanings are generated in a social process
  - THUS they are shared intersubjectively (between subjects)
- Patterns & regularities in behavior ~ Emerge from the social conventions established
  - by consciously interacting human beings.
  - ~ from the intersubjective understanding of the meaningfulness of a situation.
- Purpose of research → To make social reality intelligible by revealing its inherent meaningfulness.
- Meaningful actions must be understood from within:
  - This requires studying how social reality is experienced, interpreted & understood
- There is NO external social reality (separate from the consciousness of people)
- Social reality ~ Created through the conscious actions of human beings
  - ~ Differs fundamentally from the natural world.

THUS NO basis for using the same methods as the natural sciences.

### *View of how to gain knowledge of social reality*

- To access the meaningfulness of social reality:
    - ~ Researchers must be sensitive to the social context in which meaning is produced.
  - Social reality must be approached from the perspective of those who construct it.
- THUS Value-freedom, neutrality & detachment is of little use.
- Values ~ an integral part of social reality
  - Common sense ~ provides insights into people's understanding of their own situation
    - & into how people construct & interpret their situations intuitively.
  - Research into social science:
    - ~ Justified because it demonstrates the meaningfulness of social interaction in a particular context
    - ~ Provides outsiders with adequate understanding of the situation to communicate with insiders.

### **1.7.3 The critical approach**

An approach to social science that emphasizes the need to uncover hidden processes and structures within society.

#### *View of social reality*

- Social Reality is multi-layered & have more dimensions than initially apparent.
  - NB to move from the way society presents itself (surface structures)
    - to the underlying mechanisms by which social reality is maintained.
  - Underlying relationships ~ determine the real characteristics of a society
    - ~ are the mechanisms which result in exploitation & discrimination
    - ~ are masked by external appearances.
  - The real, exploitative nature of society is hidden by a framework constructed by institutions such as:
    - Mass Media → Serves the interests of the wealthy & powerful
    - Diverts attention from problems to frivolous things
    - Leads us to believe the inequalities in the world is natural, & can't be changed
    - This false consciousness leads to people unconsciously reproducing the social structures that keep the problems in place
  - Exposing the illusion → exposes the underlying tensions and contradictions
    - Only then can the full potential of human creativity & agency be unleashed.
    - Creates awareness allowing people to realize
      - they are both creators and products of social reality
- THUS Social reality becomes a human construction with more than one possibility
- Once this awareness is created, the transformation of social reality becomes possible
- BUT While humans have the potential to change social reality through their actions,  
the structures of social reality enables or constrains these actions.

### *View of how to gain knowledge of social reality*

- Believe Positivist attempts to discover objective facts is misguided because:
  - ~ social reality cannot be taken at face value.
  - ~ observable surface structures seldom coincide with reality.

THUS Critical social scientists rely on theory.

- Theory ~ Provides models that reveal the hidden structures that determine the key characteristics of social reality.
  - ~ Enables researchers to work out the implications of the underlying, hidden dynamics
  - ~ Can predict how the consequences of the hidden dynamics will reveal themselves on the surface structure .

THUS empirically observed patterns are the evidence that points to the underlying mechanisms.

- ~ when observations confirm the predictions made by theory, this is seen as confirmation of the existence of the underlying structure.
- ~ Critical Scientists don't reject facts, but believe the truth of social reality goes beyond empirical facts.
- Interpretive approach ~ Seen as perpetuating the myths of social reality
  - ~ Reduces social reality to common sense interpretation & understanding.
    - └ Common sense understandings ~ contaminated by false consciousness
      - ~ Are partial & incomplete
- Science should ~ examine the unexamined reality we take for granted, and critically reflect on it
  - ~ NOT have understanding of subjective experience as its final goal
- Objectivity ~ Not a goal:
  - A critical & reflective researcher will actively engage the subject matter
  - Researchers are morally committed to challenging inequalities & domination.
- Awareness of the real nature of social reality will:
  - Emancipate people from the ideology that sustains their false consciousness
  - empower people to work towards meaningful social change & transformation
- Theory ~ Serves as guide by suggesting progressive alternatives
  - ~ provides a critical & activist agenda
  - (by exposing underlying mechanisms that need to be challenged. )

## 1.8 Contemporary methodological challenges

### 1.8.1 Feminist research

- One key aim ~ to demonstrate how male-oriented conventional academic research in the social sciences is.
    - ~ “malestream” : social reality is presented from the male POV only
    - ~ Women are invisible & marginalized, except where they are related to men.
  - Key issue = Power
    - ~ Much research is done by the powerful, for their own benefit
  - Male perspectives ~ influence how social reality is defined, & how it is known.
  - Emphasis on rationality ~ Is one-sided
    - ~ Is associated with patriarchal values
    - ~ generates data that supports an expert-based hierarchical form of knowledge
  - Particularly critical of the Positivist approach
  - Ontologically ~ Introduce “gender” as a key category of social analysis.
    - ~ Thus hoping to bring the power & subordination aspects of the relationships between men & women into play.
    - ~ Allowing women’s issues to be introduced into academic discourse, serving as a basis for fostering the emancipation of women.
  - Feminist researchers attempt to approach their studies in the following ways:
    - Inclusionary → POV of the powerless, & their relationship to the powerful, is considered.
    - Colaborative → The women who are the research subjects participate in framing the results of the studies.
    - Non-impositional → Researcher does not exclusively dictate what is studied.
  - Subjects of inquiry can voice their personal experiences
  - Emotions are regarded a valid topics for study
  - Giving the research subjects a voice → Crucial to the development of non-hierarchical knowledge
  - Reflection by both researcher and subject is encouraged to enhance understanding of social reality.
  - Balance of power is alternated by acknowledging the role of the subjects in the production of knowledge
  - Feminist research ~ Cuts across interpretive & critical social science approaches
    - ~ similarities with postmodern & postcolonial approaches
- THUS can we talk of a unified feminist approach?
- In spite of overlaps ~ a substantial body of knowledge reflects a separate identity, esp regarding features like:
    - the questions asked (are they gender sensitive?)
    - How researchers locate themselves in their research (do they collaborate)
    - purpose of the research (is it emancipator)

## 1.8.2 Postmodern research

- An approach to research that claims there is no such thing as absolute truth, & no theory/ method is better than another at determining truth.
- Questions the core values, goals & beliefs that have guided research, & have been assumed to be universally valid, for at least the last century.
- Challenges the belief in rationality, progress & certainty that is associated with science.
- Modernity ~ A belief in rationality & progress associated with confidence in science & technology
  - ~ Represented by all 3 the dominant approaches:
    - Positivists → Aim to discover causal patterns in an independent, external reality
    - Interpretive Social Scientist → make sense of intentionally constructed, shared meaning systems
    - Critical Social Scientists → Uncover multiple layers of social reality, assuming it is possible to examine & explain the structure & meaning of social action
  - ~ All assume - research makes no sense if we can't assume there is some pattern/regularity we can make sense of.
- Postmodernism ~ There is no stable/coherent subject matter to study
  - ~ Social scientists explanation of reality cannot claim greater validity than any other view of reality.
- Rejects "master narratives"
  - An overarching explanation that can explain all
- Places emphasis on difference ~ We should provide scope for everyone to offer competing narratives on how the world developed & where it is heading.
- Rejects reason as a foundation of knowledge.
- Celebrates diversity & fragmentation of discourses on social reality
- Makes no claims to an objective or universal truth.
- All discourses ~ Culturally constructed within a particular historical & social context
- Danger of relativism ~ belief that different viewpoints are all valid.
- Criticism ~ Postmodernism provides no alternatives, does not add to knowledge
- Defense ~ Postmodernism has a positive impact in forcing social scientists to reflect & be self-critical. & encourages modesty regarding claims.

### 1.8.3 Postcolonialism

#### *View of social reality*

- The colonial experience ~ seen as central to an understanding of social reality
  - ~ Created a persisting inequality
- European POV is regarded as the norm against which all others are measured (similar to feminist perspective on men)
- Modernity ~ Rose out of enlightenment + democracy + the industrial revolution
- Europeans ~ See modernity as their own creation
  - ~ See colonized groups as lacking “modernity” , & thus deficient compared to them
  - ~ This is a simplistic dualized view of the world, reducing it to sets of binary opposites & unfairly characterizing the previously colonized people.

#### *View of how to gain knowledge of social reality*

- Much of the knowledge gathered so far is seen as biased
  - ~ represents views of the colonizer (as subjects of knowledge)
  - about the colonized (as object of knowledge)
- Those who have been marginalized must become subjects/creators of knowledge in their own right
- For this to happen ~ Power relations in knowledge institutions must change, so that Eurocentric knowledge is no longer regarded as the dominant kind of knowledge.

## 2. THE ROLE OF THEORY IN RESEARCH

### 2.2 The theoretical grounding of research

#### 2.2.1 Defining theory

Theory = A conceptual framework that provides an explanation of certain occurrences or phenomena.

- ~ Is based on reasoning, & provides an interpretation of the facts collected
- ~ Consist of logically interconnected propositions
- ~ Prevents fragmentation of knowledge by ordering & identifying a clearly defined relationship between phenomena.
- ~ Provides an inquiry with focus, by suggesting which evidence we need.  
This provides a sifting mechanism, keeping the evidence generated manageable, preventing an overwhelming level of information
- ~ Can yield insight by organizing evidence in a new way.
- ~ Can make connections between phenomena previously thought unconnected.
- ~ Enables us to make sense of the data we collect, **and** generates new lines of enquiry.

Proposition = An abstract statement of relationship between phenomena

- ~ Generalized abstractions about social reality
- ~ Statements about the state of the world supported by facts
- ~ Can provide explanation when logically organized into a coherent whole.

#### 2.2.2 Theory as a conceptual framework

- Theories are constituted through concepts
- NB - a concept is an abstract idea, and not the phenomenon in itself  
THUS there is a potential margin for error in our characterization and observation of the phenomena we study.
- Terminology ~ Can overlap with words used in everyday language  
~ MUST be clearly defined
- Concepts ~ "A shorthand language" through which researchers communicate
  - ~ Identify & describe phenomena
  - ~ The starting point of theorizing
  - ~ New concepts ideally open up new avenues to explore
  - ~ Concepts are related to each other
  - ~ A set of concepts is associated with a particular theory

At least some of the concepts used & defined are unique to a particular theory

### 2.2.3 Scope and level of abstraction of a theory

- Scope of a theory ~ How much it explains, or to how many different context it can be applied
  - ~ Linked to the level of abstraction reached by the concepts in the theory
  - higher level of abstraction = more generalized theory = wider applicability
- Opposite of abstract is concrete:
  - Abstract concepts → Big picture, not much detail
  - Concrete concepts → Close-up view allowing focus on specific cases
- Scope ~ Not limited to the number of contexts explained
  - “Spread” of phenomena NB
  - ~ Scope is reflected in the types of units, cases or situations to which the theory applies.
- When considering scope in terms of generalisability, we can distinguish between:
  1. Empirical Generalisations ~ Classify, summarise & organize observations
    - ~ First step towards abstraction, but remains close to the collected concrete info
    - ~ Generalisability of proposed relationship between phenomena is limited
  2. Middle-Range Theory ~ Begins to organize empirical observations in a way that explains the relationships between them in more general terms.
  3. Theoretical Perspectives ~ Give an overall explanation
    - ~ Thus a particular study only provides partial evidence to support/question *some* of that perspective's propositions.
- Not all researchers strive to obtain abstract & generalizable propositions,
  - BUT many consider merit to the attempt as an overall theoretical perspective helps to prevent fragmentation of understanding into numerous unrelated theories.

### 2.2.4 Reconsidering the relationship between theory and research

- Theory ~ Plays a pervasive role in research:
  - BUT the relationship between theory & research is reciprocal:
    - ~ Empirical studies are based on theory, & theories are based on empirical studies
- Deduction & induction = the two processes of reasoning we use to develop theories
- Deduction ~ Going from the general to the specific
  - ~ The process of testing general ideas/theory
  - ~ Finding out whether general ideas apply to specific, concrete contexts
  - ~ In this process, general ideas are linked to specific evidence
- Induction ~ Using a number of specific observations to formulate general principles
  - ~ Using concrete observations to develop abstract, logical relationships between phenomena.
  - ~ Implies the process of building a theory
  - ~ The researcher develops new concepts & specifies the relationship between them on the basis of the collected evidence.

p57 (see this page for examples)



- Research ~ Goes beyond verifying & testing theory
  - ~ Evidence generated by research can lead to the formulation of a new theory

## 2.3 The conceptual grounding of research

Careful planning at the initial stage of a research project is crucial for its eventual success.

### 2.3.1 Deciding on a topic to research

- First step in research ~ Picking a topic
- Discovery ~ A primary concern of researchers
  - ~ Research starts with a problem that needs to be solved
- Choice of topic ~ Never made in a vacuum
  - ~ The researcher & the context in which research is conducted have an impact on each other.
- Three influences on choice of research topic;
  1. Personal values/interest
  2. Social Significance ~ Practical relevance : the research aims to solve a specific problem
    - ~ Often a social issue or a specific problem of the organization providing funding
  3. Scientific/ Academic significance ~ Research can make a contribution to the development of theory
    - ~ Research is undertaken to develop knowledge in a particular field, regardless of its immediate practical usefulness.

THUS researchers aim to tackle significant problems & to find meaningful answers to the questions they raise  
 In doing so, they look at both the practical usefulness of the research,  
 as well as its contribution to the discipline.

### 2.3.2 Conducting a literature review

- Examining what the literature has to say on a topic.
- The first step in narrowing a topic into a researchable question
- This introduces the researcher to the debates questions regarding the topic
- This enables insight & identification of the key issues that need to be explored
- Many of the aspects of the Literature Review form part of the theoretical aspect of research
- Literature review ~ Reading both the literature, as well as the research it has generated.
  - ~ Useful source of questions as it highlights gaps in knowledge
  - ~ Helps prevent useless duplication.
  - ~ Enables us to assess contributions made by others to the field
  - ~ Plays a crucial role in determining both the feasibility and the credibility of research
  - ~ Places the research in a broader framework
  - ~ Provides a foundation & justification for further research

### 2.3.3 Specifying a research question

- Enables the researcher to identify the essence of the research, providing clarity & focus.
- Crucial step to prevent the eventual research from becoming hopelessly muddled.
- At what stage in the process the specific question emerges depends:
  - ~ In quantitative & explanatory research the question is specified much sooner than in qualitative and exploratory research.
- Feasibility ~ Crucial
  - ~ Time & resources often limit investigation.
  - ~ Breaking research questions into parts can make them more manageable.

The nature of the evidence required and the questions asked, determines what research methodology is used - quantitative or Qualitative

Quantitative Research:

- A research topic is formulated as a specific research question
- Propositions are refined into specific, researchable statements → Hypotheses
- In the process key constructs are operationalised
- Intends to establish causal connections between things
- Causal explanations → Identify a cause & effect relationship between phenomena.
- 4 Conditions need to be met to establish whether a causal relationship exists:
  1. The cause should become apparent, or change *before* the effect, or a change in the effect, is observed.
  2. The variation/change in the linked phenomena should occur in both the cause & the effect  
This suggests the association between cause & effect  
BUT if spurious factors are operating, the assumed relationship between cause&effect is false
  3. All possible factors influencing the relationship must be taken into consideration  
By eliminating other possible explanations, we can have more confidence that there is a cause-effect relationship betw phenomena.  
This step is never complete as new explanations continually crop up as knowledge develops
  4. The rationale for the proposed relationship betw cause & effect should be based on careful reasoning.
- Operationalise = Procedure followed to make an abstract construct empirically testable
- Causality = (In this case) That the presence, absence or change of one variable determines the presence, absence or change of another variable.

### 2.3.4 Framing a hypothesis

- Hypothesis = A testable, tentative statement about the relationship between variables
  - ~ An “informed guess” about what we can expect to find in our research
  - ~ The literature review is an important resource in forming a hypothesis
  - ~ Directs/focuses the researcher’s attention
  - ~ Guides research by identifying the evidence required
- Any vagueness hidden in a question must be eliminated in forming a testable statement.
  - ~ This is essential to meet the requirement of testability
- Variable ~ A concept that has characteristics that can change/take more than one value
  - ~ These values can change qualitatively or quantitatively.

*The Independent variable causes the Dependent variable*

- Dependent variable ~ The variable that is influenced or changed
  - ~ The effect
  - ~ Dependent on the cause/independent variable
- Independent variable ~ The variable that influences/changes the dependent variable
  - ~ The cause
- Hypothesis frequently states the direction of the relationship between variables:
  - ~ Positive relationship: increase in one = increase in the other, & vice versa
  - ~ Negative relationship: increase in one = decrease in the other/variables change in opposite way
- Hypothesis ~ never conclusively proven
  - ~ Confirmed or rejected on the basis of the evidence
  - ~ Implies acceptance of an external reality that influences people in a stable fashion
  - ~ Plays a valuable role in research by clearly specifying what is being researched
  - ~ Hypothesis should be made public & open to critical scrutiny
- Intervening variable ~ A variable that is the effect of one variable & the cause of another variable
  - ~ A variable that influences the dependent variable, but is not the independent variable

### 2.3.5 Operationalising concepts

- Conceptualisation = defining the terminology used in a hypothesis (testable statement of the problem)
- Conceptual clarity NB because concepts structure our observation
- Operationalisation = Making our defined concepts measurable.
  - ~ Transforming a theoretical concept into an empirical variable
- Variable = an empirical representation of an abstract concept.
- To operationalise a complex object → it must be broken down into all its aspects/dimensions

- Indicator = The aspects into which a concept can be broken down
  - An observable measure of a variable or concept
  - NB to specify indicators that provide an accurate measurement of the variable.
- How we operationalise & conceptualise core concepts have a fundamental impact on the conclusions we draw from research.

### 3. SCIENTIFIC RESEARCH

#### 3.1 Introduction

- Scientific research ~ Incorporates all procedures that researchers use, or may use in future, to pursue knowledge

THUS there is not only one way of doing research

- Different ways of classifying research in the social sciences:

|                   |                               |                                             |
|-------------------|-------------------------------|---------------------------------------------|
| 1. Categories     | For what it is used           | basic or applied research                   |
| 2. Methodology    | Approach on which it is based | quantitative, qualitative or triangulation  |
| 3. Aims           | what these types aim at       |                                             |
| 4. Time dimension | length of time involved       | cross-sectional, longitudinal or case study |

#### 3.2 Basic and applied research

- A division into categories according to what the research is used for
- Basic Research → Research that tends to expand on fundamental knowledge
  - “academic/pure” research
  - The researcher states what phenomenon is researched, then describes/explains it
- Applied Research → Tends to solve specific problems
  - Aim is to address a specific social problem
- These categories are not mutually exclusive ~ All research falls on a continuum betw 2 poles

##### 3.2.1 Basic research

- Aims to expand fundamental knowledge
- Used to ~ support or reject theories by explaining social relationships
  - ~ interpret changes in communities in order to enhance new scientific ideas.
- Makes use of ~ Exploratory, descriptive explanatory research
  - ~ Generally applied to explanatory research
- Criticism ~ Knowledge acquired by basic research sometimes doesn't offer short-term, practical solutions.
- Advantage ~ It creates a basis for the application of knowledge & insight into many social problems, areas of research, or policies.
- Tends to be reported in a scientific-technological language, as the information is primarily meant for scientists.

### 3.2.2 Applied research

- Tries to solve specific problems/make recommendations
- Focus is not so much on theory
- Tends to be descriptive in nature
- Main advantage ~ It can be applied immediately after the results are obtained
- Results are presented ~ In a comprehensible manner to the person who requested the research
  - ~ so that it can be accessed & used by practitioners.
- Disadvantage ~ Results are not always published
  - ~ Depends on attitude of the organization/person for whom the research was done
  - ~ Attempts to solve controversial problems can lead to conflict

### 3.3 Approaches on which social scientific research is based

- Research ~ Initially based on positivist school of thought:
  - Stemmed from natural sciences
  - Scientists investigate cause & effect
    - in social science this means using a large number of respondents (quantitative approach)
- Quantitative approach ~ Does not cover all aspects of mankind & its environment
  - ~ does not cover spiritual level of experience
- Humanism ~ Acknowledges the uniqueness & meaningfulness of human situations & behavior
  - ~ Qualitative research
  - ~ Topics are concerned with human spirit/psyche/soul, human behavior & society
- In research ~ the researcher works within a specific field of study, & describes that field

#### 3.3.1 The quantitative approach

- Has its roots in Positivism
- Focuses on measurable aspects of behavior
- Approach is more formalized, explicitly controlled, more carefully defined scope
- Close to approach used in the Natural sciences
- A formal, objective, systematic process in which numerical data is used to obtain information
- Used ~ To describe variables
  - ~ determine cause-effect relationships between variables
  - ~ examine relationships amongst variables
- Aims at examining the generally accepted explanations for phenomena
- More structured & controlled
- Scope ~ Larger and more universal
  - ~ can be defined accurately
- Use is made of specific methods and techniques

- Points of departure:
  - Natural & social realities are observed & studied in the same way
  - Scientific knowledge should be factually based on things that can be observed & measured by the senses
  - The research process should yield value-free knowledge
- Preference is given to these methods/techniques:
  - Conceptualising of concepts that can be operationalised through measuring instruments
  - Data-collection techniques (eg questionnaires & schedules)
  - Data-analysis techniques
- Analysis ~ the process in which certain procedures are used to work through data

### 3.3.2 The qualitative approach

- Has its roots in symbolic interactionism
- Concentrates on qualitative aspects, eg meaning, understanding & experience
- Believes social sciences require different methods than those used in quantitative research.
- Scope is less defined
- Investigation is done in a more philosophical manner
- 6 Principles of Qualitative Research:
  1. Believing in multiple realities
  2. A commitment to identifying an approach to understanding that supports the phenomenon studied
  3. Being committed to the participant's viewpoints
  4. Conducting the research so that limits disruption to the natural context of the phenomenon of interest
  5. Acknowledgement of participants
  6. Reporting data in a literary style rich with participants' commentaries.
- Point of departure ~ To study the element (man) within unique & meaningful human situations/interactions
- It is often observation that generates investigation
- Preference is given to the following methods/techniques:
  - Concepts that capture the meaning of the experience/situation, action or interaction
  - Unstructured (open) questionnaires & interviews
  - Participant observation, ethnographic studies & case studies
  - Recording of life histories, use of autobiographies & diaries
  - Analysis by means of nonquantitative frameworks & category systems
- General Characteristics:
  - Holistic investigation in a natural set-up. The set-up & its elements are studied as a whole.  
THUS the researcher tries to understand the phenomenon in its social, cultural & historical context
  - Man as observer, not measuring instruments, is the primary data-collector  
Can adapt to a complex situation as it develops, Differences in values & prejudices can be taken into account.

- Emphasis on use of qualitative methods
- Subjects are selected in a purposeful, rather than random, manner
- Use of inductive data analysis so that unexpected results will also appear
- A grounded theory can be developed from the data & is thought to be better than a pre-developed theory. This reflects data in a more accurate manner.
- Begin with a tentative research design, which is developed as the research develops.
  - ∴ the design can be adapted & variables can be added that were not considered before.
- Intuitive insights are used
- The emphasis is on social processes & the meanings attached to them.
- Reasons for doing qualitative research:
  - When the research cannot be done by means of an experiment due to practical or ethical issues
  - Research where the relevant variables still need to be identified
  - Research that tries to identify why current policy/practice does not work
  - Research about unknown phenomena

### 3.3.3 Comparison of quantitative and qualitative research

- The two approaches complement each other ~ they generate different kinds of knowledge
- Quantitative research ~ Uses a system as a point of departure,
  - so a structure is imposed on the phenomenon.
- Qualitative research ~ The phenomenon must be self-evident:
  - Manifest as is and the researcher will register it
- Quantitative ~ Looks at the phenomenon from a distance
  - THUS have problems accommodating behavior that was not anticipated
- Qualitative ~ Researchers are more involved in the phenomenon.

*See Table 3.1 n P88*

### 3.3.4 Multiple methods or triangulation

- Reality is complex (“confused reality”) so it is difficult to study in its totality
- Multiple methods/Triangulation ~ When the researcher uses multiple methods of data collection & analysis.
  - ~ Offers a partial solution
- Within-methods approach ~ Multiple types of either quantitative OR qualitative designs are used
- Between-methods approach ~ Quantitative AND qualitative procedures are used.
- Based on the assumption that ~ Any bias inherent in a particular data source would be neutralized when used in conjunction with other sources.



- Triangulation can be done using different methods:
  - Data Triangulation ~ Use of more than one data source
  - Researcher Triangulation ~ Use of more than one researcher to achieve inter-subjective agreement
  - Theory Triangulation ~ Use of multiple theories/perspectives to interpret a single set of data
  - Methodological triangulation ~ Use of multiple methods to study a topic  
(eg combining quantitative & qualitative methods in one study)
  - Analysis Triangulation ~ Use of two or more analytical techniques to analyse the same set of data.
- Validity ~ A methodological requirement for research methods, as well as research results
- Reliability ~ When identical investigations are repeated, similar results will be obtained
- Triangulation increases reliability & validity
- Hypothesis often gets developed through qualitative methods & tested through quantitative methods
- Multiple methods have these characteristics:
  - Research decisions are based on assumptions that include both qualitative and quantitative approaches
  - The style of research includes methods & techniques from both approaches
  - Data is used in a complementary manner.

### 3.4 Types of research

- The purpose of a study determines which research design will be used
  - ∴ the best design is the one that is most appropriate to the research problem & purpose.
- Different types of research can be used separately or in conjunction with each other.
- Three aims of research: Exploration, Description & explanation
  - One will dominate & determine the outcome of the investigation

#### 3.4.1 Exploratory research

- Research done in a field on which no research has been done before/  
which has been mentioned but not addressed in a scientific manner.
- Major purpose ~ The development and clarification of ideas
  - & the formulation of hypotheses & questions for more precise investigation later
  - ~ Investigates the “what” of the matter, but seldom gives a final answer.
  - ~ Helps to determine what further research can be done on the topic
  - & makes future research more systematic & extensive.
- Made difficult by the lack of clear guidelines according to which the research can be done.
- Exploratory researchers are:
  - “ creative, open minded, flexible; adopt an investigative stance; and explore all sources of information
  - Researchers ask creative questions and take advantage of serendipity, those unexpected or chance factors that have larger implications.”

- Aims of exploratory research:
  - To familiarize yourself with the basic facts, people & problems that need to be researched.
  - To develop a clear picture of events
  - To develop various ideas, tentative theories & postulations
  - To determine the desirability of doing additional research
  - To formulate questions & refine phenomena with a view to more systematic investigations
  - To develop techniques & determine the direction of further investigations
- Three possible methods:
  - The study of secondary sources of information ~ Provides new insights
  - Analysis of selected cases ~ Knowledgeable people provide new insights into the research problem
  - A survey of persons who are likely to have information on the phenomenon under investigation - to generate ideas.

### 3.4.2 Descriptive research

- Aims at giving the specific details of a situation, social environment or relationship
- Can overlap with exploratory research, but ~ Exploratory research is more flexible
  - ~ Descriptive research follows after exploratory research because a researcher needs to know what main aspects need to be addressed.
- Research on a topic begins with a thorough definition
- Description is regarded as the first step towards understanding
- Descriptive research attempts to determine “how” or “why” the phenomenon came into being, and everyone that is involved.
- Aims of descriptive research:
  - To give an accurate profile of the research group
  - To describe a process, mechanism or relationship
  - To give a verbal or numeric picture (eg percentages)
  - To generate information that will stimulate new possible explanations
  - To provide basic background information or context
  - To explain specific sequences, phases or steps
  - To document information disproving previous findings about a particular topic.
- ∴ “ Descriptive research provides an accurate picture of the characteristics of a specific person, event or group in real-life situations
  - for the purpose of ~discovering new meaning,
    - ~ describing what exists,
    - ~ determining the frequency of an event
    - ~ and categorizing information”

### 3.4.3 Explanatory research

- Aimed at gaining insight
- Usually becomes necessary because of a shortage of research for basic information about a new field of interest.
- It clarifies phenomena & identifies why certain events occur
- Aimed at explaining “why” a topic took a specific course
- Based on exploratory and/or descriptive research
- Looks for causes
- Aims of explanatory research:
  - Determining the accuracy of a principle or theory
  - finding out which of the possible explanations is best
  - promoting knowledge of an underlying process
  - Combining different factors or topics under a general statement or explanation
  - Building and expanding a theory so that it is more complete
  - providing data to prove or disprove an explanation or forecast regarding a specific topic
- “ Explanatory research is therefore conducted to:
  - ~ understand the underpinnings of specific phenomena
  - ~ explain the systematic relationships amongst phenomena

### 3.4.4 Correlational research

- A systematic investigation of the relationship between variables
- No manipulation of the independent variable, as the dependent variable has already occurred

CORRELATION DOES NOT INDICATE CAUSATION

- Correlation = Change in one variable indicates change in others

## 3.5 Time dimension in research

- Prospective Studies ~ Data is first collected about a presumed cause, and then the effect/outcome is measured.
  - ~ Can be cross-sectional or longitudinal
  - ~ Tends to yield better quality evidence than retrospective studies.
- Retrospective Studies ~ Collecting data on an outcome occurring in the present, then linking it to determinants that occurred in the past.
  - ~ Typically cross-sectional

### 3.5.1 Cross-sectional research

- All the data is collected at the same time, & no repeat studies are done.
- Appropriate for ~ Describing the status of phenomena
  - ~ Describing relationships among phenomena at a fixed point in time
- Limited to a given point in time, concentrates on the here & now
- Disadvantage ~ Cannot include changes in the social process
  - ~ It is difficult to demonstrate causality
- Cost effective, and most common method in the social sciences.
- Can be exploratory, descriptive or explanatory, with descriptive research yielding the best results.

### 3.5.2 Longitudinal research

- Studies done over an extended time
- 4 Situations call for longitudinal research:
  1. Studying time-related processes ~ research problems that specifically concern phenomena that evolve over time
  2. Determining time sequences ~ In cases where the sequencing of phenomena is important (to ensure the effect did not precede the cause)
  3. Making comparisons over time
  4. Enhancing research control ~ Collecting data at multiple points enhances the interpretability of the results.
- Predominantly descriptive & explanatory
- Used mainly in applied research, esp in evaluative research.
- Can point out tendencies with great certainty, enabling accurate forecasting
- More complex & expensive
- Longitudinal studies are often the only way to point out specific characteristics, as well as a causal relationship between variables.

The design of longitudinal research falls within various categories:

#### ***Panel studies***

- The same subjects are investigated at various points in time
- The subjects have to supply data more than once
- The “panel” is the sample of subjects
- Problems = Expense & attrition
- Attrition ~ The loss of participants over time
  - ~ introduces potential biases & difficulty in generalizing the findings

### ***Follow-up studies***

- Similar to panel studies, but the subjects are drawn from a very specific population
- Usually undertaken to determine subsequent development of individuals with a specific condition, or who have received a specific intervention
- Attrition is also a problem

### ***Tracer studies (Time-series research)***

- The research “traces” the subject over a time, BUT:
- Data is usually collected only once (eg 5 years after quitting smoking)
- Produces data which simulates a longitudinal design

### ***Cohort research***

- Done using a category of people who had the same life experience at the same time (a cohort)
- The category is investigated as a whole to determine its most important characteristics
- Focus is not on the individual

### **3.5.3 Trend designs**

- Investigate changes in the general population, relating to a particular phenomenon
- The researcher selects different samples of subjects from the same population & at preset intervals data is collected from that sample
- The researcher must be able to justify generalization from the sample
- Data analysis strategies are used to predict future trends based on past trends

### **3.5.4 Case-study research**

- An in-depth investigation into various characteristics of a small number of cases over a specific period in time.
- The data is more varied, detailed & comprehensive in nature
- A social unit is investigated in its entirety ~ Can be individuals, groups, a geographic unit, specific incidents..
- Not identical to qualitative research, but qualitative research also seeks to construct representations based on in-depth knowledge of cases.
- Cases are studied in-depth, & can be compared
- The researcher must focus on various factors
- Uses logical/analytical induction
- Interaction among various factors are studied
- A way of organizing data with a view to taking stock of social reality
- Uses less cases than longitudinal studies
- Used to link the micro level to the macro level

- The focus is on the element that is typical, rather than unique (to maintain generalisability)
- Can collect data via:
  - Interviews
  - Observation
  - Psychological testing
  - Written accounts by the subjects
  - Media accounts, reports etc
- Researcher must be able to identify & isolate significant variables
- Makes use of grounded theory - begins on an empirical level & ends on the conceptual
- Only the variables that converge with the data are used
- Must guard against prejudice & attributing cause to factors that only correlate

### 3.6 Summary of the classification of scientific research

| <b>Classification:</b> | <b>What is investigated</b> | <b>Types of research</b>                                                                       |
|------------------------|-----------------------------|------------------------------------------------------------------------------------------------|
| <i>Category</i>        | Use                         | Basic research<br>Applied research                                                             |
| <i>Methodology</i>     | Approach                    | Quantitative research<br>Qualitative research<br>Triangulation                                 |
| <i>Purpose</i>         | Types                       | Exploratory research<br>Descriptive research<br>Explanatory research<br>Correlational research |
| <i>Time dimension</i>  | Periods of time/duration    | Cross-sectional<br>research<br>Longitudinal research<br>Trend designs<br>Case-study research   |

## 4. ETHICS IN RESEARCH

### 4.2 What is the meaning of “ethics” in research?

- Code of conduct ~ Set of principles & attitudes that must guide a professional’s behavior.
  - ~ Also serves to justify conduct
- Ethics = That which is morally justifiable
  - developed against the background of professional codes of conduct
  - & the laws of particular countries.
- Ethical guidelines apply to every step of the research process
- Situational factors that apply to making judgments on ethics in research:
  1. The methods used to collect, analyze & report research
  2. The purpose of the research
  3. The personal motives/intentions of the researcher
  4. The consequences of the research
- These must be regulated by the following behavioral norms:
  1. Universalism ~ Research must pass peer evaluation
    - ~ Peers are allowed to judge whether the research is in line with accepted methods
  2. Communalism ~ Researchers must accurately report methods, purpose, motive & consequences.
    - ~ Compels all researchers to share their findings with all other members of the research community
  3. Disinterestedness ~ Personal gain should not be the main/only reason for undertaking the research.
  4. Organised Skepticism ~ Must be critical of own & others’ research
    - ~ Must be honest when they spot errors, omissions & subjective biases
  5. Honesty ~ Must be honest with themselves, with the subjects/participants, & with the research community
  6. Respect ~ requires researchers to protect subjects’ basic human & civil rights.

### 4.3 Ethical issues in research relating to human rights

- Primary responsibility ~ not to harm those we research in any way
- In some instances this means obtaining consent & ensuring privacy

#### 4.3.1 Do no harm

- The meaning of “harm” should be treated in the broadest possible way.
- Balance must be found between harm to the individual & benefit to society ~ Since there is no clear answers, public review serves as a check.

### 4.3.2 Obtaining consent

- Participants must understand what the research involves
- Direct consent ~ Must be obtained from anyone personally involved
- Substitute consent ~ Obtained when the person who is involved do not have the cognitive or emotional capacity to give consent.
- ∴ the conventional notion of consent does not apply when research involves children or mentally retarded people, & this may have legal implications
- Obtaining consent ~ Linked to respecting the rights of participants.
- To be ethically justifiable, consent has to meet three requirements relating to ability, voluntariness & the actual information that is sought.

*Person's ability* ~ Must be able to make an informed decision:

- Have the cognitive capacity to understand & evaluate the information about the research.
- ~ Legally competency is linked to age
- ~ Where adults are legally competent it must be made clear to them that they are free to stop participating at any time

*Voluntariness* ~ Each individual must have the ability to choose whether or not to participate

*Information* ~ Both information & how it is conveyed determines whether "informed" consent is given

- ∴ Descriptions about what the research entails must contain all the relevant facts, & must be understood by all participants.
- ~ A consent form signed by everybody is a good idea (including the research team)
- ~ The Consent form includes this info:
  - Purpose of the research
  - What the respondent will be required to do
  - Amount of the respondent's time required & when the research will be conducted
  - The fact that participation is voluntary
  - What to do if the respondent wants to stop participating
  - How confidentiality will be protected
  - Whether the research involves any known risks
  - The benefits (if any) of participating
  - The intended consequences of the research
  - Who to contact for more info before deciding whether to take part
  - The name of the researcher/institution & the date
  - In the case of substitute consent, the legal relationship between the subject & the third party must be stated



- Obtaining consent ~ Not always possible before collecting data
  - eg: Postal surveys
- Hawthorne effect ~ Subjects respond atypically because they know they are being studied
  - ~ Reduces internal validity
- Researcher expectancy ~ Flip side of the Hawthorne effect
  - ~ The researchers expectations influence his behavior, and so the outcome
- Intentional deception ~ Allows for observing natural reactions
  - ~ Is sometimes essential, but should be avoided as far as possible.

### 4.3.3 Ensuring privacy

- The researcher needs to consider:
  1. The sensitivity of the information
  2. The place where research is conducted, and whether it constitutes an invasion of privacy
  3. How public the research findings will be made
- Confidentiality ~ The researcher will not publically link a specific response/behavior with a particular research participant.

## 4.4 Ethical issues related to different research approaches

- Experimental research ~ Example of quantitative research
  - ~ Unique ethical issues as It involves manipulating a variable
  - ~ Needs to consider:
    1. What is the potential harm
    2. If harm is done, can it be undone
    3. Will it have a post experimental duration.
- Experiments with control groups involve the ethical dilemma ~ What about those not receiving treatment?
  - ~ Esp NB in cases where a placebo is administered.
- Qualitative methods/ Observing people in a natural environment ~ Consent & privacy are problematic
  - Possible solutions ~ In a public space observation is not an invasion of privacy
    - ~ Post-observation debriefing interview
    - ~ Protecting anonymity is essential

## 4.5 Ethical issues related to you as a professional researcher

- Absolutism → A researcher may never lie
- Antinomianism ~ A researcher need not observe moral laws
  - Both are unacceptable
- Situationism → Ethical principles are acknowledged, & adjusted according to the circumstances.
  - ~ Moral accountability of the researcher remains a key issue
  - Integrity* = the core issue

○ Values of the Human Sciences Research Council:

- strive for excellence in all our work
- enhance our productivity
- encourage and respect the participation of our colleagues and stakeholders
- value each others' uniqueness
- act fairly in ways that build trust
- share our resources
- transfer our skills and knowledge
- approach conflict in open-minded ways
- encourage creativity and innovation
- use our resources responsibly
- encourage learning and development

**Examples of ethical issues at various stages of research:**

- *Choice of research topic* ~ questions than has to be answered ethically:
    - Is the topic researchable & does it merit scientific research, time money & energy?
    - Is the problem formulated in an unbiased manner?
    - Is the researcher qualified & is the data accessible?
  - *Sampling* ~ How confidently can we generalize the findings
    - ~ How accurate is the sample?
  - *Selection of an appropriate method* ~ Don't be tempted to choose an inappropriate method due to financial or other constraints.
  - *Treatment of respondents or participants* ~ Justice needs to be met by treating respondents equally, over and above respecting privacy etc
  - *Treatment of data* ~ Linked to ethical issues of objectivity & personal bias
  - *Development and application of measuring instruments* ~ If the results are meant to be generalized:
    - External validity, Internal validity & Reliability
    - Can become ethical issues
  - *Political and other organisational constraints* ~ Any pressure by the entity that pays for the research to obscure findings is ethically unacceptable.
  - *Personal constraints* ~ Can influence honesty
    - eg, financial constraints, lack of personnel, lack of abilities, personal interest etc
  - *Interpretation of data and reporting findings* ~ Must be accurate & valid
    - "Trimming" = Smoothing out irregularities in the data to make it better fit expectations
    - "Cooking" = Retaining or reporting only the findings that support the hypothesis
- & Plagiarism → All examples of dishonest science
- A Research report should meet these requirements:
- Must be technically correct & include all sources
  - Serve a useful function
  - Be feasible & accurate
  - Must meet legal requirements & promote human welfare

## 5. RESEARCH DESIGN

### 5.2 Research design as part of the research process

- Research must be designed to answer the research questions
- Decisions must be made on:
  - Type of research
  - Persons/situations from which we will collect data
  - Type of data & how to analyze it etc
- Explanatory research ~ The research design is drawn up before hand & implemented in context
  - ~ Purpose is looking for reasons why something is happening,  
this means we have to control the context & research design allows for this
- Qualitative research ~ The research design is more flexible, open to change

### 5.3 Design coherence

- A research design that is coherent shows a unity of thought or purpose
- A researcher works within a particular paradigm that includes certain theoretical assumptions
  - This influences the research design
- In a coherent design ~ Data-collection techniques matches data-analysis techniques

### 5.4 Design validity in quantitative research

#### 5.4.1 Internal validity

- The extent to which the study confirms the existence of a cause-effect relationship.
- Internal validity is threatened by alternative explanations (plausible rival hypotheses) for the same results
- Confounding Variables ~ Nuisance variables, extraneous variables
  - ~ Variables that confuse the interpretations
- Threats to internal validity:
  - History ~ Uncontrolled events that influence the outcome of the research
    - ~ An event unrelated to the study occurs during the study & influences the dependent variable
  - Maturation ~ Physical or psychological changes in the subjects over time
    - ~ Not part of the independent variable, yet influences the dependent variable.
  - Instrumentation ~ If the measuring instrument deteriorates or improves over time
  - Selection ~ If there are unsuspected differences between the subjects in two groups used for comparison
  - Mortality ~ Some subjects drop out before a study is completed
    - ~ Those who drop out may differ in a particular aspect from those who don't
  - Regression effect ~ The tendency of extreme scores to move closer to the average with repeat testing
  - Testing effect ~ Repeat testing influences results, & even a pretest could have such an influence

### 5.4.2 External validity

- The extent to which results can be generalized
- The subjects chosen for a study must be representative of the larger population
- Gains in external validity often equals losses in internal validity as it involves less control  
(a less laboratory-like setting makes for better generalizability, but less confidence that external factors didn't influence findings)
- In many cases the advantage of realism outweigh the disadvantage of losing control.

## 5.5 Research designs involving quantitative data

### 5.5.1 True experimental design

- Aim of experimental research = to show a cause-effect relationship between variables
- Treatment = The deliberate intervention by the researcher
  - ~ Any intervention that modifies or changes the situation  
eg counseling, showing a video, giving medicine etc etc
- Treatment condition ~ Whether a particular group receives the treatment or not, and what particular treatment it receives.
- In a true experimental design → the researcher manipulates the treatment condition
  - ∴ he decides who receives the treatment & who doesn't
- Control group ~ Does not receive the treatment  
Experimental group ~ Receives the treatment
  - ∴ the comparison between the groups enables the researcher to determine the impact of the treatment
- The outcome = the dependent variable
- Pretest ~ The dependent variable is measured before the treatment is introduced  
Posttest ~ Measurement of the independent variable after the treatment has been introduced
- Random assignment ~ Another element in true experiments
  - ~ Every subject has an equal chance of being in either group
  - ~ So that the two groups are as similar as possible regarding all variables except the independent one
  - ~ Prevents the researcher from influencing which subjects are assigned to which group
- Posttest only control group design ~ Only one control group and one experimental group
  - ~ After the test they are compared in terms of the dependent variable
- Pretest-posttest control group design ~ Subjects are measured before and after treatment

### 5.5.2 Pre-experimental design

- Designs that should be avoided because they do not control for alternative interpretation of results
- May or may not involve manipulation of treatment condition, but has only an experimental group,
  - ∴ no random assignment
- One-group posttest only design ~ One group is measured only after treatment
  - ~ Cannot determine if treatment had any influence as there is nothing to compare findings with
- One group pretest-posttest design ~ Measures the dependent variable before & after test is administered.
  - ~ Lack of control group means a number of threats to internal validity could apply.

### 5.5.3 Quasi-experimental designs

- Resembles true experimental designs, but lack random assignment
- Better than pre-experimental design for determining cause-effect relationships
- (Interrupted) Time-series design ~ Comparing a number of observations of the same group over time
  - ~ Outcomes are measured at regular intervals before and after treatment
- Single-case experimental design ~ To assess interventions in educational, clinical & counseling settings
  - ~ Similar to time-series design, but involves only one subject (the sampling unit can also be a group/team)
  - ~ The observation period is long enough for the researcher to obtain a stable baseline for later comparison.

### 5.5.4 Non-experimental research involving quantitative data

- Ex Post Facto ~ After the fact
  - ~ This type of research deals with relationships between variables without any intervention
  - ~ No random assignment as the independent variable is fixed,
    - eg gender when comparing males& females in terms of some characteristic
  - ~ The researcher has no control over the variables, but only records the outcome
- Survey Research ~ Used to describe a population's attitudes, opinions etc based on sample results.
  - ~ Often used to obtain information on social & behavioral variables
  - ~ No manipulation of conditions, but control is achieved statistically
  - ~ Measures variables that represent alternative explanations & statistically examine their effect to rule out alternative explanations
  - ~ Cross-sectional surveys → Surveys in which information is collected at one point in time
    - this can be in one day or over a few weeks
  - ~ Longitudinal surveys → Involves collecting information repeatedly over a fairly long time

## 5.6 Qualitative research designs

- Uses more open materials & techniques than control & measurement of variables.
- Focuses on meaning, experience and understanding
- Qualitative designs therefore tries to foster a relationship of trust & empathy between researcher & subject
- Interviews & observation is used as data collecting techniques
- Nonsequential - cyclical rather than linear
  - ∴ designs for this kind of research are in the form of general guidelines
    - must be a general framework that allows flexibility, but prevents getting lost
    - Deciding what specific data collection & analysis techniques to use is an NB part of this research design, & should be based on what you are trying to achieve
- Values richness of understanding & depth of detail
  - ∴ attempts to create situations where the topic can be observed/interacted with in a natural setting
    - To do this, we need to remember 4 key issues:
      1. Boundaries
      2. design flexibility
      3. The research relationship
      4. Intended outcome
- 5 Strategies common in qualitative research:
  1. *Biography* ~ Used to document an individual's life & experiences
    - ~ Told to a researcher or found in documents & archival material
  2. *Phenomenology* ~ Aims at understanding & interpreting the essence of the meaning that subjects give to their daily lives.
  3. *Grounded Theory* ~ The creation of a theory that is based more (but not exclusively) on observation than deduction
  4. *Ethnography* ~ The study of an intact cultural or social group
    - ~ Characterized by participant observation, description & interpretive data analysis
  5. *Case Study* ~ The observation of a process, activity, event, programme or individual bound within a specific time and setting.

### 5.6.1 Scope

- The range of situations, techniques & observations included in the research
- A broader scope may require participant observation
  - a narrower scope can often be covered by personal interviews
- Scope also refers to the degree to which findings can be generalized to other settings
- Triangulation ~ Collecting data from different sources, using a variety of techniques, then analyzing the data using more than one type of analysis
  - ~ Approaching a research problem from several angles, increases chances of homing in on useful findings.

### 5.6.2 Design flexibility

- How adaptable the research process is
- The amount of flexibility that is acceptable must be clearly stated from the start
- Influences how you collect data & what analysis techniques you use.

### 5.6.3 The research relationship

- The purpose of the research will determine how close & involved the relationship will be, as well as how flexible or structured the interviews & data analysis techniques will be.

### 5.6.4 Intended outcome

- Qualitative research can have a variety of outcomes in mind
- Focus is usually on description & interpretation, but these are two different processes
  - ∴ The research design needs to consider where the focus will lie
- Another influence is whether the study is simply to understand a phenomenon better, or to change it
- Research intended to change a social phenomenon ~ Involves a continuous cycle of implementing interventions, evaluating their impact, modifying them accordingly, implementing the modified interventions etc etc

### 5.6.5 Examples of qualitative designs

see p142

## 6. SAMPLING

### 6.1 Introduction

- Sampling ~ A way to optimize the use of resources.
  - ~ Obtaining info from a few cases and then drawing conclusions from that.
  - ~ May even provide more accurate results than studying the entire population as the data of only a sample is more manageable.
- Strategies for choosing a sample will influence the results, and the researchers' interpretation of these results.

### 6.2 Basic sampling concepts

#### 1. Population:

- The entire group of persons/objects/ events of interest to the researcher.
- Contains all the variables of interest to the researcher.
- Also called ~ Target Population/ Universe (not necessarily humans)
- The researcher must ~ Define & describe the target population
  - ~ Specifically stipulate the criteria that must be met to be included in the population. (eligibility criteria/ inclusion criteria/ distinguishing descriptors)
- When a researcher uses an operational definition - results cannot be generalized beyond that definition

#### 2. Element

- A unit from a defined population
- All elements together constitute the population
- Also called a "unit of analyses"

#### 3. Parameter

- A characteristic of the elements of a population
- A measure/value collected from the population, by studying all the elements of the population

#### 4. Sample

- A subset of the population/ a selected group of elements from a defined population
- We study the sample in order to understand the population

#### 5. Sampling frame

- A comprehensive list of all the elements from which the sample is drawn/ all the elements in the population
- A sampling frame is not always available
- An adequate sampling frame should not exclude any elements from the population



## 6. A representative sample

- Resembles the population & enables the researcher to accurately generalize the results
- Replicates the population properties in approximately the same proportion as they occur in the population
- Representativeness is the overriding consideration in assessing a sample.

## 7. Sampling error

- Differences between population parameters & sampling statistics
- Unavoidable ~ Only a large error means the sample is not representative of the population
- More likely to occur where the sample is relatively small
- Sampling errors can occur due to:
  - Chance Factors ~ One element may have been included rather than another
    - ~ Can be calculated statistically
  - Bias in selection ~ Arises primarily from faulty technique
    - ~ May be deliberate or not.
  - Non-response error ~ When an element of the population does not respond to a measurement instrument for some unknown reason)
    - ~ These elements are then excluded from the sample, making it less representative.

## 8 Sampling bias

- When there is a difference between sample data & population data which can be attributed to an incorrect selection process.
- A threat to external validity that occurs when subjects are not randomly selected from the population
- A biased sample is not representative ~ An over/under representation of a section of the population
- Sources of sampling bias:
  - Language used in data collection excludes non-speakers of that language
  - Extent to which personal views have influenced the data
  - Place where data was collected

## 6.3 The essentials of sampling

- To ensure representative sampling 2 factors must be considered:
  1. Homogeneity/Heterogeneity of the population:
    - The more homogeneous a population, the smaller the required sample size.
  2. The degree of precision with which the population is defined:
    - The better the population is defined, the less likely it is to have a biased sample.

## 6.4 Sampling approaches

- Also referred to as: Sampling Procedures/ sampling methods or sampling plans

### 6.4.1 Probability sampling/ Random Sampling

- A sampling approach which ensures that every element in the population has an equal chance of being selected for the sample.
- Equal = Known, non-zero chance
- Selection of elements is based on some form of random procedure
- Most common probability sampling techniques ~ Simple Random Sampling
  - ~ Systematic Sampling
  - ~ Stratified random sampling
  - ~ Cluster sampling

#### ***Simple random sampling***

- Most basic form of probability sampling
- The population is defined, a sampling frame is drawn up, and a random selection process is used
- Random selection techniques include:
  - Lottery/fishbowl
  - Random Number Table ~ Number all the elements in the sampling frame  
& use a random number table to pick the sample.
  - Use a computer
- Most NB characteristics of simple random sampling:
  1. It is a one-stage selection process
  2. All elements have an equal chance of being selected
  3. The population is identified & listed in a sampling frame.

#### ***Systematic sampling/ Interval Sampling***

- Involves drawing every  $k$ th element from a population
- Also requires a complete sampling frame (in random order)
- Quicker & simpler than using random number tables.
- $N \rightarrow$  Symbol for size of population
  - $n \rightarrow$  Sample size
  - $k \rightarrow$  Sampling interval, obtained by dividing  $N$  by  $n$
- Choose a random starting point between 1 &  $k$
- IF the list of population elements is unbiased & the first element is randomly selected, the technique is classified as probability sampling.

## ***Stratified random sampling***

- The population is divided into different subgroups called strata
- Each element belongs to only one stratum
- Random sampling is then done with each stratum
- The key issue is to ensure representativeness of even the smallest subgroup
- There are 2 ways to determine the number of elements sampled from each stratum:

### ***Proportional Stratified Samples:***

- The number of elements selected from each stratum is proportional to the size of the stratum in the population.
- Advantages
  - ~ Ensures that each stratum is properly represented
  - ~ Decreases chances of excluding members due to the stratification process.
- Disadvantages:
  - ~ Requires accurate information on population parameters for each stratum requires a complete list of the total population
  - ~ Can become very complex

### ***Disproportional Stratified Sampling***

- When the number of elements from each stratum is not proportional within the population (eg, equal number of elements from each stratum regardless of relative sizes of the strata)
- Less efficient for determining population characteristics
- Can be used when comparing attitudes/opinions

## ***Cluster sampling/ Multistage sampling***

- The population is divided into heterogeneous groups/clusters (as opposed to homogenous strata)
- Used when a complete sampling frame is not available
- Samples can be randomly selected from all the clusters, or an equal number of elements can be selected from each cluster.
- Cluster sampling is less costly if the clusters are geographically defined
- Requires listing only the elements in the selected clusters
- Often used in large-scale sampling
- Takes place in stages ~ research starts by sampling a population that is much larger than the final one, and is then refined in stages
- Contains more sampling errors than simple or stratified random sampling, but is considered more economical & practical, esp when the population is large and widely scattered

### 6.4.2 Nonprobability sampling

- A sampling approach where the population may or may not be accurately presented.
- Probability of inclusion is not the same for each element.
- The researchers judgment is often used to select subjects with characteristics relevant to the research
- Used when
  - Probability sampling is extremely expensive
  - Representativeness is not essential
  - Where the researchers aim is to generate theory & a wider understanding of social processes
  - If a population cannot be defined because no sampling frame is available.
- Disadvantages:
  - ~ There is no formal procedure for generalizing from the sample to the population
- Advantages ~ Saves time and money
  - ~ disadvantages can be reduced by working with homogeneous populations & larger samples.
- Nonprobability sampling techniques include:
  - ~ Convenience/Accidental sampling
  - ~ Quota sampling
  - ~ Purposive/Judgmental Sampling
  - ~ Snowball Sampling

#### ***Convenience / Accidental/ Availability sampling***

- The researcher selects elements that are easy to access, until the sample has reached the desired size
- Can introduce serious bias
- Convenient for the researcher, but generalization based on this sampling is very risky
- Eg handing out questionnaires to the students in one's own class.

#### ***Quota sampling***

- Similar to stratified sampling, except that the final selection of elements is not random.
- Generally requires that each stratum be represented in the sample in the same proportion as in the total population
  - BUT the sampling procedure relies on accidental choice/convenience rather than random choice
- The researcher stratifies on the basis of extraneous variables that reflect differences in the dependent variable under investigation (gender/age/SES/ education etc)
- Procedurally similar to convenience sampling, shares many of its weaknesses but is still superior

### ***Purposive/ Judgmental/ Theoretical sampling***

- The researcher selects a sample that can be judged to be representative of the population
- This judgment is based on available info & the researchers knowledge of the population
- Elements for the sample are hand-picked
- Relies on subjective considerations of the researcher rather than scientific criteria
  - ~ results are as reliable as the researcher
- Used in qualitative research
- Governed by the need to develop new theories in social science
- The researcher samples continuously until she can obtain no more new info
  - Doesn't know in advance how many subjects will be needed.

### ***Snowball sampling***

- The respondents suggest other potential respondents
- Particularly useful in ~ observational research
  - ~ community studies
  - ~ the study of sensitive/hidden populations
  - ~ finding people who are reluctant to make their identity known

### **Sampling approach**

### **Conditions under which the technique is typically used**

#### ***Probability sampling***

Simple random sampling

Research in which the investigator wants to avoid sample bias and ensure that every element has an equal chance of being in the study.

Systematic sampling

Research when a list of the sampling frame is available

Stratified random sampling

Research in which the investigator wants to study particular homogeneous strata or subpopulations

Cluster sampling

Research when it is difficult and/or expensive to obtain an exhaustive list of the population

#### ***Nonprobability sampling***

Convenience sampling

Research in which an easily accessible group is required

Snowball sampling

Research in which participants are difficult to be identified, hard to locate, or socially devalued

Purposive, or judgmental sampling

Research in which the researcher wants to study a group or groups based on particular characteristics or circumstances

Quota sampling

Research in which the investigator has hypotheses about different strata or subpopulations

## 6.5 Sample size

- The number of elements in a sample.
- Research purpose, design, size of population & sample type must all be considered
- Larger sample = More valid & accurate data (*excepting case studies*)
- Homogeneous population can be represented with a smaller sample than a heterogeneous population
- Quantitative studies → A large sample is often desirable
  - Qualitative studies → samples can be small
- Once a certain size has been reached, a bigger sample does not add new information
- Larger population → smaller sampling ratio needed to be accurate
- Populations under 1000 ~ Regarded as small
  - ~ requires a sampling ratio of approximately 30%
- Populations bigger than 10 000 ~ Sampling ratio of 10% is equally accurate.

### Important factors in choosing a sample size:

| Factor                     | Aspects to remember and consider                                                                         |
|----------------------------|----------------------------------------------------------------------------------------------------------|
| Accuracy needed            | As the sample increases (to a point) the accuracy of the findings increases.                             |
| Size of population         | As the size of the population increases, a progressively smaller proportion of subjects can be selected. |
| Type of research           | Survey designs frequently require large numbers of subjects.                                             |
| Nature of research design  | Qualitative studies are conducted with fewer subjects.                                                   |
| Methods of data analysis   | A minimum of 30 subjects is needed if we are to apply statistical techniques to the results.             |
| Heterogeneity              | As the variability of the population increases, more subjects are needed.                                |
| Methods of data collection | If methods are not precise, a larger sample is required.                                                 |
| Research hypothesis        | When slight differences are expected, a large sample is required.                                        |
| Financial resources        | Must be in relation to available of resources                                                            |
| Attrition rate             | Often expected, may influence sample size                                                                |

## 7. DATA COLLECTION

### 7.1 Introduction

- Data can be collected using measurement, questioning and observation

### 7.2 Measurement

- Giving data numerical values
- Central to ~ Analyzing survey questionnaires,
  - ~ testing hypotheses & theoretical assumptions
  - ~ summarizing data obtained in field research
- Recording the value of a variable, enabling us to describe the variable.

#### 7.2.1 Levels of measurement

- The Measurements must enable us to compare and rank our data/observations
- 4 Levels of measurement in the social sciences:
  - ~ Nominal, Ordinal, interval and ratio

#### ***Nominal level of measurement***

- 3 Categories used in nominal levels of measurement:
  1. Discrete ~ Distinct & separate from other categories
    - ~ eg Pregnant
  2. Mutually exclusive ~ Choosing one category automatically excludes the others
    - ~ eg yes/no
  3. Exhaustive ~ They make provision for all possible responses, variables or attributes
- Numerals are assigned to each category (for identification only, NOT for qualitative purposes)

#### ***Ordinal level of measurement***

- Used when the researcher wants to put data in order of importance
- Can also be discrete, mutually exclusive or exhaustive, but ordinal scales must allow data to be ranked
- Not possible to measure the intervals between different categories/options
  - ∴ The intervals are not equal
- Used to measure behavior, attitude, opinions & preferences
- Examples: Likert & Semantic differential scales

### • **Interval level of measurement**

- Can also be discrete, mutually exclusive or exhaustive
- Intervals CAN be measured on a quantitative instrument
  - ∴ The assigned numbers are meaningful as numbers & can be used in calculations
- Does not have an absolute zero → Zero is arbitrarily determined
- A score is based on precise calculations, with known intervals between them.

### • **Ratio level of measurement**

- Regarded as the highest level of measurement:
  - ~ Includes the characteristics of nominal, ordinal & interval scales
  - ~ AND has an absolute zero
- Absolute zero = lowest possible point
- Used to measure things like weight, length & time
- Sometimes difficult to distinguish between interval & ratio, the presence of an absolute zero is what differentiates them.
- Level of measurement ~ depends on amount of information recorded (this reflects precision)
  - ~ determines what statistical procedures can be applied.

## 7.2.2 Measurement errors

- Measurement error → An inaccuracy that influences the measurement of an attribute
- Systematic error → Respondents change their answers because they think a certain response is socially desirable,.
  - Respondents do not give their true opinions
  - Causing researchers to fail to measure what they intend to measure.
  - “ Bias that occurs systematically, distorting findings in a particular direction”
- Random error → “Haphazard errors due to various factors, which may cancel each other out after a number of cases”, Normally occurs by chance

## 7.3 Using existing data

- Existing data can be used to answer a new research problem (instead of observing & questioning people)
- Literature survey → Draws on some sources of existing data
  - Research → Fully based on analyzing existing data (???)
- Purpose of research + Nature of the problem determines whether & which existing data will be used
- Advantages to using existing data:
  - ~ Unobtrusive
  - ~ Practical (Time & money)
  - ~ Accuracy of measurements can be confirmed



### 7.3.1 Sources of existing data

- Primary data ~ Come directly from original sources
  - ~ eg Interviews.
- Secondary data ~ Information taken from someone other than the original source
  - ~ eg another researcher's report
  - ~ Always someone else's interpretation of primary data, must be thoroughly checked
- Tertiary data ~ Newer class
  - ~ interpretation of or comments on secondary sources
  - ~ Must be treated with caution

### 7.3.2 Authenticity and credibility of existing data

- Authenticity ~ Genuineness

We first consider questions relating to the authenticity of a person as source:

1. How near was the source to the event in terms of time and place?
2. Could the source perceive the event clearly?
3. Is the data clear? Did the source have the intellectual ability to perceive and describe the event?
4. Does the source have credibility?
5. Could the source have been pressurised in any way?
6. Is the source aware of the significance of the report?
7. Is the source reluctant to share information?
8. Does the source have a personal interest in the event and the way in which it was reported?

Questions that can be asked to establish the authenticity of the actual data or event as reported:

1. Is the information clear, concise and intelligible?
2. If the data deal with religious, cultural or social issues, does the information reflect the cultural or social norms that applied at the time?  
(If the issues deal with nonconformers or subcultures, one would expect a difference.)
3. How much time elapsed between the event and writing about the event?
4. Is the information supported by other sources or evidence?

○ Credibility ~ Having a believable status

Examples of questions that we can ask:

1. Does the information reflect any signs of bias?
2. What is the “core” message?
3. Does the information contain any hidden meanings?
4. Are foreign, technical or unfamiliar terms used?
5. Is there any ambiguity in the information?
6. Is the information believable?
7. Can the information be verified by consulting other sources?
8. For what purpose was the information recorded?
9. Who recorded the information?

In the case of journals:

10. Is the journal published by a professional association? (Please note that published journals are likely to be more credible than sources on the Internet, where there is little restriction on what is said and recorded.)
11. Are the articles refereed?

## 7.4 Surveys versus field research

- Surveys ~ A systematic collection of specific information
  - ~ Obtained by asking all respondents the same questions at a particular point in time
  - ~ Investigates a large number of people spread out over a geographical area
  - ~ Makes use of random samples
  - ~ Uses a specific set of questions/statements
  - ~ Emphasises comparison & generalization
  - ∴ requires standardisation
- Field research ~ Observing events & people in their natural settings
  - ~ “Collection of primary data in natural environments”
  - ~ Focus is developing an understanding of & fully describing, some event or issue

## 7.5 Interviews (in surveys and field research)

- Uses personal contact & interaction between interviewer & respondent
- Can be face-to-face or telephonic

### 7.5.1 Structured and unstructured interviews

- Structured ~ A specific list of questions is asked
  - ~ Similar to those in questionnaires
- Unstructured ~ Respondents give their reactions to general issues
  - ~ No specific questions
- The decision to use one rather than another depends on the following:
  1. The researcher's knowledge and familiarity of the topic
  2. The purpose of the interview (eg whether to confirm assumptions, or collect new information)
  3. The nature and sensitivity of the topic (eg Aids)
  4. The actual respondent(s) (eg children as rape victims)
  5. The setting (eg a busy shopping centre)
  6. The relation between the interviewer and interviewee (eg a psychologist and a patient)
- 2 Kinds of face-to-face interviews ~ In depth & focus group:

### 7.5.2 In-depth interviews

- Also ~ Intensive interviews/ unstructured, conversational interviews/ ethnographic interviews/ focused interviews.
- Main aim ~ Obtaining in-depth information
  - ~ Delves into the reasons behind the answers that would be given in a survey
- Particularly useful in field research

### 7.5.3 Focus group interviews

- Also ~ Group interviews
- 6-12 people are interviewed together, at the same time
- Either semi-structured or totally unstructured discussion (guided by a moderator)
- Disadvantages ~ respondents may be less honest
  - ~ respondents may feel need to conform
  - ~ difficulty in protecting confidentiality/ preventing adverse effects of group participation
- Advantage ~ Obtaining a variety of opinions

#### • ***Focus group interviews combined with other data-collection methods***

- In an unfamiliar field of research a group interview can be used to explore the topic to provide questions for in-depth interviews
- After observing behavior, group interviews can be conducted with participants whose behavior verified/ disproved interpretations
- Pretesting a measuring instrument used in a survey, such as a questionnaire.

## 7.5.4 Types of questions asked in interviews

*Closed-ended questions* ~ A question with a fixed number of answers.

- ~ Of limited use, & the list of answers should not be too long, as the respondent does not have a written list of questions & answers.
- ~ Best used if the respondent is thoroughly familiar with the answers

*Open questions* ~ To encourage respondents to express their attitudes/feelings/ideas/suggestions etc in their own words.

- ~ Particularly useful if we are unsure of the type of responses we may obtain.

*Free-narration questions* ~ A type of open-ended question

- ~ Respondent is invited to tell their "own story"

*Role-playing questions* ~ A type of open-ended question

- ~ Respondent is invited to play a role, and respond from the perspective of that role

*Follow-up questions* ~ Unique to interviews as they follow from answers to open-ended questions

(In questionnaires they are filter & contingency questions)

- ~ Used as probing questions to obtain more information
- ~ "when/where/how/what/why?"

## 7.5.5 Conducting an interview

- Before conducting an interview, it is worth getting answers to the following questions:

1. Who should conduct the interview? The researcher or someone who is skilled in interpersonal communication?  
Will using an outsider as the interviewer build trust and help preserve anonymity?
2. Will issues such as differences in gender, age, race, physical appearance or language influence the interview? If so, what can be done to minimize these differences?
3. Besides the interviewer, should others be present  
(eg someone to keep a record of responses, or someone who is a confidant of the respondent)?
4. Who should be interviewed? Apart from requirements such as sample representativeness, this question is best answered by reconsidering the original research questions asked, and the circumstances of the interviews.

- Once the researcher has decided who to interview, he or she needs to ask the following three questions:

1. Should the interviews be conducted with individuals or groups?
2. Is the social setting (i.e. place) where the interview is conducted appropriate?  
For example, parents may find a school intimidating and prefer to be interviewed at home.
3. Is the time chosen for the interviews convenient for respondents?

- A successful interview depends on advanced planning:
  1. Compile an interview guide ~ For structured/semi-structured interviews
    - ~ Include anticipated follow-up questions
    - ~ Add questions that end up being asked that are not in the guide
    - ~ Leave space for notes
    - ~ Obtain permission beforehand for using recording equipment
  2. Pre-test/pilot test as practice
- Purpose of the interview must be clearly stated at the beginning
- Begin questioning with a broad and open question
- Difficult questions go in the middle.

## 7.5.6 Advantages and limitations of conducting interviews

### ***Advantages of interviews***

- The flexibility of interviews can lead to information that the researcher had not anticipated
- Unclear questions can be clarified
- Follow up questions can clear up ambiguous responses & lead to additional information
- Rapport can be established, making it easier to contact respondents later if needed
- Respondents do not have to be literate
- Nonverbal communication can be observed and noted
- Random samples can be drawn
- The way in which questions are asked can be standardized

### *Advantages of Telephone Interviews:*

- Cheaper
- Faster
- Responses can be more accurate because respondents don't have time to over-think an answer
- Easier to monitor interviews

### ***Limitations of both face-to-face and telephone interviews***

- Bias ~ Central problem
  - ~ Can go in both directions
  - ~ Can occur if the interviewer shows approval/ disapproval of responses
  - ~ Lack of anonymity can lead to lack of honesty
- Face-to-face interviews are costly
- Interviewer needs training in skills of interviewing
- Breadth is often sacrificed for depth → Cannot interview a large sample.

### *Limitations specifically of telephone interviews*

- Sampling bias as not everyone has a telephone
- Suspicion of calls from unknown persons leads to reluctance to share information
- Response rate in telephone interviews is 5% lower than in face-to-face interviews.
- Nonverbal behavior cannot be observed
- Cost can curtail the duration of telephone interviews.

## **7.6 Questionnaires (in survey and field research)**

### **7.6.1 The wording of statements and questions**

- This applies to questions for interviews as well
- Problematic items that should be avoided:
  - Double-barreled items ~ Two questions in one/ contains two parts
    - ~ Has words like and/or/either/therefore/both/etc
    - ~ Question is vague and answer cannot be interpreted
  - Loaded language ~ the question conveys a position on the topic
    - ~ Phrases that contain misleading implications
  - Leading questions ~ A consequence of loaded language
    - ~ Pressures the respondent to give a specific answer
  - One logical answer ~ If words like “can” or “might” are used, only one response can possibly be correct.
  - Negative items ~ Can easily be misread & misinterpreted
  - Incomplete questions ~ Respondent is forced to give an opinion on something which has been inadequately defined
  - Vague/ambiguous questions. Vague agents of action.
  - Lengthy questions ~ Tend to be too complex & end up obscuring what is being asked
  - Unwarranted assumptions ~ Can annoy respondents, & also sometimes cannot be answered.
  - Abbreviations, acronyms or slang should be avoided.
- ∴ DO
  - Use everyday language
  - Use unambiguous questions/statements
  - Ask only one question at a time

## 7.6.2 Types of items included in questionnaires

- Questionnaires can include open or closed questions. Open ended questions are the same as for interviews.
- Closed questions ~ Consist of a limited amount of responses (2 or more)
  - ~ also standardized questions/fixed-alternative questions/ highly structured questions
- Yes/No Question ~ Simplest kind of open-ended question
- Paired comparison ~ Also only gives 2 options, but requires more consideration to answer.
  - ~ Wording must be guided by purpose of research
- Contingency questions ~ Only applies to some respondents
- Filter question ~ Serves to identify the subgroup who should answer the contingency questions.
- Ranking questions ~ Respondents are required to rank/order information
- Inventory questions ~ To obtain an overview of all possible options that could apply to each respondent
  - ~ The categories are not mutually exclusive
  - ~ Add "other" as option in case the questionnaire does not provide for all options.
- Multiple-choice questions ~ Only one option must be selected
  - ~ Often used to obtain demographic data

### Scales used as Self-Report Measures:

Both these scales rely on an ordinal level of measurement.

#### **Likert scales**

- One of the most frequently used scales in the social sciences
- Strongly Agree - Strongly disagree : Mark the one that describes your opinion
- Even no of items ~ Prevent the tendency to always pick the middle option
  - ~ Respondent has no option if he has a neutral opinion
- Summative scaling procedure ~ Scores will be added together
  - ~ Some items need to be reverse-scored.

#### **Semantic differential scales**

- A series of (7) spaces between opposites(bipolar ratings)
  - The respondent chooses which point on the line best reflects his attitude/opinion.
- Flexible & versatile ~ Can include a variety of bipolar options.
- Positive & negative words must be randomly alternated between sides to prevent response bias/ a response set.
- Effective measurement of attitudes.

#### **Ordering of questionnaire items**

- Funnel technique ~ Begin with general/broader questions & proceed to more precise ones
- Grouping of items should follow a logical pattern
- begin with neutral questions & place the sensitive ones in the middle.

### 7.6.3 Properties of scales

- Properties ~ Qualities, attributes, characteristics
- Determines the usefulness of a scale
- Reliability & validity

#### ***The requirement of reliability***

- The degree to which a scale yields consistent results/scores
- Consistency also means that if circumstances change, the results will reflect this
- Three methods to estimate reliability:

##### *Test-retest method*

- Correlating one scale to the same respondents at different time
- 1 week to 1 year interval
- Advantage ~ Only one scale is used, eliminating errors caused by using different scales
- Disadvantage ~ If respondents remember their previous responses an artificial high level of reliability is created.
  - ~ Attitudes can change between the test & the retest, creating a false low reliability score. (A reliable measuring instrument should reflect this)
- Measures the stability component of reliability

##### *Split-half method*

- Scale is split into two halves & each half is separately scored.
- Scores are then correlated to estimate reliability
- Estimates internal consistency among items as a component of reliability

##### *Equivalent-forms method*

- Also called alternate-forms method
- Compiling two forms that measure the same phenomenon.
- Both forms are administered to the same group
- Advantage ~ No changes over time
- Disadvantage ~ Equivalence between the two forms are essential
- Estimates the equivalency component of the instrument's reliability
- Used when multiple indicators are used to measure a construct

##### *Intercoder Reliability*

- To ensure different people interprets the answers the same way
- Depends on the extent to which two or more coders are in agreement



## ***The requirement of validity***

- The degree to which a scale measures what it is supposed to measure.

### ***Criterion Validity***

- Collective reference to predictive and concurrent validity
- Both seek to measure how accurately we can predict future behavior according to an external criterion
- *Predictive Validity*
  - Concerned with an instrument's ability to measure & predict
  - Can be checked by ~ correlating scores for the criterion measure taken at two points in time  
~ by comparing the results of one test with those of a test with known validity
- *Concurrent Validity*
  - Similar to predictive validity,
  - BUT the attitude scale & criterion measure are applied at about the same time
  - One data collection activity can influence the other, resulting in questionably high scores

### ***Content Validity***

- To what degree does the content of items correspond with the content of the domain being investigated
- If all the items relate to a positive aspect of the domain, the items have content validity, but the scale does not:
  - ∴ The total set of items also need to represent all the aspects of the domain being researched
- Expert-jury validity ~ Use several experts in the field being researched to independently judge the content of the scale

### ***Construct Validity***

- Focus is on what is being measured.
- "Concerned with the nature of reality and the nature of the properties being measured"
- The degree to which the questionnaire measures the theoretical construct it aims to measure
- To determine construct validity we have to find convergence between associated indicators, and divergence between negatively associated indicators.
- Construct validation estimates the extent to which subjects possess "the characteristic presumed to be reflected by a particular scale or test"

## **7.6.4 Conducting a survey**

- Broad guidelines of steps to follow when conducting a survey:
  1. Construct a measuring instrument
  2. Conduct a pilot test
  3. Test the reliability & validity of the instrument
  4. Carefully consider timing & setting of conducting the survey

- Response rate tends to be low just before holidays
- Additional guidelines when using self-administered (posted) questionnaires:
  1. Include a SASE
  2. Include a short cover letter that makes an appeal, & that conveys legitimacy & credibility of the survey
  3. Send a follow-up letter, reminding respondents of the questionnaire.

## 7.6.5 Advantages and limitations of using questionnaires

### *Postal questionnaires:*

#### **Advantages**

- Cheap
- Can reach geographically dispersed respondents
- Esp useful for sensitive topics as people can choose not to respond & anonymity is guaranteed.

#### **Disadvantages**

- Low response rate
- Slow response rate
- Lack of control over the nature of responses

### *Group Administration*

#### **Advantages**

- High response rate
- Data-collection time is short
- Researcher can explain purpose & answer questions

#### **Disadvantages**

- Difficult to arrange a meeting of a representative sample of respondents.

## 7.7 Observational techniques (in field research)

- For observation to become a scientific method of collecting data, five conditions have to be met
  1. The observation must be guided by a specific purpose, which should be specified by hypotheses and/or research questions.
  2. Observations must be guided by scientific theories.
  3. The procedures to be followed during the observation(s) must be systematically planned.
  4. The actual procedures followed, and any deviations from the original plan must be systematically recorded.
  5. Where possible, the observations must be checked.
- These do not all necessarily apply to field research.
- Three factors can influence the researcher's observation & must be considered:
  1. Selective attention
  2. Bias
  3. Intensions

### 7.7.1 Forms of field observations

#### ***Participant observation versus nonparticipant observation***

- Participant observation ~ Fieldwork/field observation
  - ~ The researcher joins & becomes involved in the group being observed
- Nonparticipant ~ The researcher only observes, & remains completely removed from the social interaction
- In either case the observed group may or may not be aware of being observed

#### ***Ethnographic research***

- A type of participant-observation research
- Aim ~ To describe a group's way of life, from that group's perspective in its own cultural setting.
- Interested in the characteristics of the setting, and in how people create and share meaning
- Uses notes, recording equipment & interviews
- Rooted in traditional anthropological research
- 2 Forms of ethnographic research:
  - Audience ethnography ~ To describe how audiences experience programmes in the context of everyday life.
    - ~ Related to TV & radio programming & viewing habits
  - Street ethnography ~ Takes place in a setting, & tries to explain the world of people who live in that setting
    - ~ Biggest problem is gaining access.

#### ***Reactive observations versus nonreactive observations***

- Reactive observations ~ Influence the behavior being observed
  - ~ Can distort findings & threaten validity
  - ~ Can be countered by building rapport with subjects
- Nonreactive ~ Nonparticipant observation/ onlooker observation
  - ~ Theoretically does not influence the behavior being observed
  - ~ Can have reactive effects if it occurs overtly
- Unobtrusive observation ~ The group knows the researcher is present, but does not know why.
- Concealed measurement ~ When hidden recording devices are used in nonreactive observation
- Partial observation/partial concealment ~ The researcher is known, but not who is being observed.

### 7.7.2 Conducting field observations

- The extent to which observations are structured varies.
- If a researcher knows in advance exactly what will be observed, the observations can be structured by formulation of operational definitions, devising a classification system & compiling measuring scales.

## **What is observed?**

- Depends on ~ The research design & the theoretical assumptions on which the study is based.
  - ~ Units of analysis & setting
- In experiments observations are structured & controlled, & an independent variable is manipulated
- 4 categories of observation in which the researcher exerts no control:
  - Observing external/physical signs ~ Checking clothing & hairstyles, tattoos, etc
    - ~ Can infer past behavior & indicate current behavior
  - Observing kinesics ~ Facial expressions, gestures and postures
    - ~ Kinesics are often culture bound & can also be influenced by sitting
  - Observing proxemics ~ Signify status, control or ownership in social interactions
    - ~ Study of spatial communication & the distances between people
    - ~ 4 distances/social relationship = intimate, personal, social & public
    - ~ Linguistic insulation - separating oneself from others using language
- Observing language behavior ~ Stuttering, slips of the tongue, silences, who speaks to whom, duration
  - ~ Paralanguage = vocal, but not verbal, characteristics of speech
    - rate, volume rhythm & vocalizations.

## **How are observations recorded?**

- Classification ~ Arrange in groups or apply a scale as measuring instrument
  - ~ Can be the aim of observation, or it can be used to guide observation
- Labels given to categories ~ must be operationally defined to ensure that they clearly reflect:
  - what is to be observed
  - how the observed variables will be measured
  - how the measures will be recorded
- Operational definitions ~ Must be → Discrete, mutually exclusive & exhaustive.
  - ~ Specify what is to be observed
  - ~ Provide exact guidelines on how to measure & record observations
  - ~ Minimise measurement errors & help us to interpret data more objectively

## **7.7.3 Advantages and limitations of observational techniques**

- The advantages of field observations depend on:
  1. Difficulties the researcher may experience to gain entry to the setting
  2. Whether the phenomenon occurs with sufficient frequency to make the observations worthwhile.
  3. The technique selected to record observations
- Field observation ~ Limited to particular groups
  - ∴ They represent nonprobability samples, & findings cannot be generalized
  - ∴ Biggest limitation is achieving external validity.

## 8. DESCRIBING & INTERPRETING QUANTITATIVE DATA

### 8.1 Introduction

- Coding ~ Assigning numbers to the categories of a variable
  - ~ Transforming raw data into a format that can be used in computer analyses
- Non-numerical data can also be represented in numerical form
- Pre-coded forms ~ The respondent fills in the numbers

### 8.2 Descriptive statistics

- Mathematical techniques used to see underlying patterns of data.
- The procedures used to organize, summarise & visualize data.
- Can be used as evidence to support an argument
- Statistics ~ Can be abused
  - ∴ Criteria exists for publishing results:
    - Must be reported how the data & the statistics based on the data was obtained
    - Report should contain sufficient information for other researchers to interpret the statistics & reach their own conclusions

### 8.3 Tables and graphs

#### 8.3.1 Frequency distribution tables

- Frequency distribution ~ Table/graph indicating how observations are distributed
  - ~ Indicates the number of cases in a data set that obtained a particular score/that fall into a category
  - ~ A grouping of raw data
- $f$  ~ frequency
  - ~ number of cases of that score/category
- Frequency distribution table
  - 1<sup>st</sup> column → List of all possible scores/relevant categories
  - 2<sup>nd</sup> column → Make a tally mark every time a category applies
  - 3<sup>rd</sup> column → Total frequency of each score/category.

Sum of this column should equal the number of cases in the sample
- Categories must be mutually exclusive, and cover all possibilities
- Grouped frequency table ~ Frequency distribution table with a limited number of categories
  - ~ Useful in interval & ratio measurements, when there are many score categories
  - ~ Scores are grouped into class intervals that each include a series of scores.
- Intervals ~ Should suit the data, & be of equal size
  - ~ The midpoint of an interval can be used to represent all the values in the interval.

p219 (see p219 & 220 for example tables)

- (*cf*) ~ Cumulative frequency
  - ~ Number of cases in an interval + all the cases in the previous intervals
  - ∴ The (*cf*) of a class interval is the number of cases that fall beneath the lower limit of the next interval
  - ~ Only meaningful if the order of the categories makes sense

### 8.3.2 Percentages

- Percentage ~ Indicates what part of the whole a class interval represents
  - ~ Determined by dividing the frequency by the total number of cases (*n*) and multiplying by 100

### 8.3.3 Graphic presentation of frequency distributions

- Makes it easier to get an overall impression of the data
- X-axis ~ abscissa
  - ~ Categories or score values
- Y-axis ~ Ordinate
  - ~ scores/frequencies

#### **Bar Chart**

- Graph representing the frequency distribution of categorical data
- Used if data is measured on the nominal level
  - ∴ measurement is in the form of categories
- Categories are indicated on X/ Number of cases in the category indicated on Y
- The bars don't touch each other since the categories represent separate classes.
- Reflects discrete data

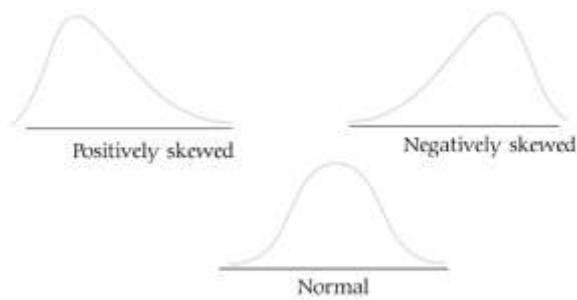
#### **Histograms**

- Graph representing the frequency distribution of successive scores/class intervals
- Used to illustrate the frequency distribution of numerical data  
(data measured on an interval or ratio level of measurement)
- Reflects continuous data
- Scores or midpoint of each class interval indicated on X/ number of cases indicated on Y
- The bars represent successive scores/ intervals → No spaces between them.
- Assume → All the cases in a class interval are concentrated at the midpoint of the interval

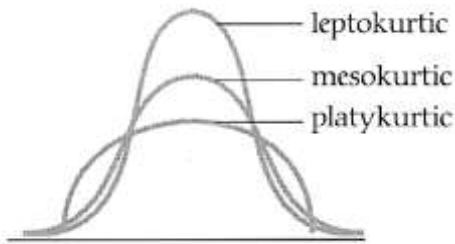
#### **Frequency Polygons**

- Graph in which the frequencies of class intervals are connected by straight lines
- Like a histogram, but the midpoints of each class interval is connected with lines
- Anchored to the X-axis on both sides
- Assume → All the cases in a class interval are uniformly distributed over the range of the interval
- Can accommodate more class intervals than a histogram
- Smoothed polygons are often used to display scores for large sets or populations

### 8.3.4 Skewness and kurtosis



- Skewness ~ The symmetry or asymmetry of the distribution around the midpoint
- Larger frequencies towards the low end → Positively skewed
- Larger frequencies towards the high end → Negatively skewed
- A normal curve is symmetrical.



- Kurtosis ~ The flatness or peakedness of the distribution
  - ~ Symmetrical & bell-shaped → Normal/ Mesokurtic
  - ~ More peaked → Leptokurtic
  - ~ Flatter → Platykurtic

### 8.4 Measures of central tendency

- The score/value that represents all the scores in the sample

#### ○ **Mode**

- The score/value with the highest frequency
- If two or more successive scores in a sample all have the highest frequency, their average is taken as the mode. (eg 2 4 4 4 5 5 5 6 8 20)
- Bimodal → Two Modes
  - Two scores that are not successive both have the highest frequency (eg 2 4 4 4 6 8 9 9 9 12 14)
- If a distribution is not unimodal ~ It has more than one mode
  - ~ The modes are not a good indication of central tendency of the sample as a whole
- Grouped frequency distribution ~ Mode = The midpoint of the interval with the highest frequency

#### ○ **Median**

- Half the observations fall above the median & half fall below it
- When ordering the scores in ascending/descending order, the median will fall in the middle of the list
- If there is an even number of scores, the median is the average between the middle 2 scores.
- Takes into account frequencies & rank order of scores → Preferred method
- The particular values of the variables are not considered.
- Cannot be used in mathematical calculations
- Is preferred if there are one or two scores that differ a great deal from the rest.

### ○ **Mean**

- Sum of the scores in the sample, divided by the number of scores
- Arithmetic midpoint of scores in the sample
- Represents all the scores in the sample
- Calculating the mean by using frequency distribution:
  - Necessary when working with large samples
  - Each value of the variable X is multiplied by its frequency.

These products are then added & divided by the total number of measurements
- All the values of a variable are used in calculation of the mean
  - ∴ A more appropriate measure of central tendency for interval; & ratio data
- Can be used in mathematical calculations (mode & median cannot)

○ The mean, mode & median of a symmetrical frequency distribution will coincide.

## **8.5 Measures of variability**

- Variability of scores = The degree to which they differ/how spread out they are.
- Range ~ Simplest measure of variability
  - ~ The difference between the highest score & the lowest
  - ~ Disadvantage → It is calculated using only two of the scores in the sample of scores.
- Another approach ~ Calculate how much each score differs from the mean, & use this to express variability
  - This is used in Variance & Standard deviations
- Deviation Score ~ Subtract the mean of the sample from each raw score of the sample.
  - ~ Indicates the extent to which each raw score deviates from the mean.
  - ~ Some of these scores will be less than 0, so we can't just add them up to get the variance to get rid of the negative numbers we square the deviations from the mean before we add them up.
- Variance ~ A measure of variability, based on the deviation of each score from the mean
  - ~ Calculated by: Dividing the sum of the squared deviation scores by the number of scores.

$$S^2 = \frac{\sum (X - \bar{X})^2}{n - 1}$$

|                      |                      |
|----------------------|----------------------|
| • is to add together | X is each raw score  |
| —                    |                      |
| X is the mean        | n is the sample size |

- Variance is a statistic in squared units
- To get the score in the original units, the square root of the variance is calculated
- This is the Standard Deviation of scores.
- Both variance & standard deviation indicate the average extent to which scores in a distribution differ from one another.



## 8.6 Relationships

- Relationship between two variables ~ Position on one variable is related to the position on another.
- Direct/ Positive relationship ~ High scores on one variable are associated with high scores on the other  
(&vice versa)
- Inverse/Negative relationship ~ High scores in one variable are associated with low scores on the other.
- Correlation ~ The statistical relationship between two variables
- Correlation coefficient ~ The statistic used to describe correlation
  - ~ Can range from -1 to +1
  - ~ Value close to 0 indicates a weak relationship/ 0 indicates no relationship
  - ~ Numerical value thus indicates strength of the relationship,  
& the sign (+/-) indicates direction.

**CORRELATION DOES NOT MEAN CAUSATION!!**

## 9. QUALITATIVE DATA ANALYSIS AND INTERPRETATION: STEPS, PRACTICAL EXAMPLES & POINTERS

### 9.1 Introduction

- This unit focuses on the interpretation of qualitative data
- Qualitative Research ~ Produces findings not arrived at by statistical procedures or other means of quantification
  - ~ Tries to understand & interpret how various participants in a social setting construct the world around them.
  - ~ It is fundamental that participants' experiences are accurately represented that findings must 'fit' the data and the social context from which they were derived
- ∴ Qualitative research is concerned with the interpretation of subjective meaning, the description of social contexts, and the privileging of lay knowledge.

### 9.2 The purpose of qualitative data analysis

- Mainly an inductive process ~ Organising data into categories/themes and identifying patterns
- A non-numerical process of examining data in order to elicit meaning, gain understanding & develop empirical knowledge
- De-contextualising & taking apart the masses of data and re-contextualising it in such a way that it addresses the research problem & questions posed at the outset of research.
  - ∴ The final goal is the re-emergence of a larger, consolidated picture.

Qualitative data analysis is a bit like designing a puzzle.

### 9.3 When in the qualitative research process does data analysis begin?

There are various opinions:

- Data analysis is always ongoing, starting prior to the first interview.
  - The process of data analysis begins when the process of data collection begins
  - Concurrently with data collection, data interpretation & narrative report writing
  - Leaving data analysis for after data collection is complete ~ Can cause key issues to be overlooked
  - In summary: In most qualitative research studies data analysis and interpretation are closely interwoven and both are enmeshed with data collection as well.
  - In practice ~ Data analysis tends to begin when data saturation becomes noticeable
  - Data Saturation ~ Patterns & themes start to recur, and no new information is added by more interviews.
    - ∴ At the end of data collection, data analysis starts to take all information into account, taking on a more directed form.
- Attempt to create a coherent integrated portrait of reality from the individual interviews.
- This takes up a significant amount of time.

## 9.4 How qualitative data are analysed and interpreted:

### Steps, examples and pointers

- Process of data analysis ~ Eclectic, there is no “right way”
  - ~ No standard procedure (This doesn't mean it is not systematic)
- Analysis occurs in several cyclical, overlapping phases
  - in which the researcher moves back & forth between different levels. (Not linear)
- Even when approached in a step-wise, hierarchical manner, in practice the steps are interrelated & things don't progress in an orderly, linear fashion.
- The process is lengthy and can be messy
  - ∴ The researcher should identify the coding procedure to be used to reduce the information to themes/categories.

## THE STEP-WISE FORMAT OR PLAN FOR QUALITATIVE DATA ANALYSIS

### AS PROPOSED BY TESCH:

- Before the proposed steps can begin ~ The collected data must be organized & prepared for analysis:
  - Transcribing interviews, scanning material, typing field notes etc.
  - When transcribing ~ Leave space for notes
    - ~ Add nonverbal events
    - ~ Number the lines
- Codes ~ Tags or labels assigned to meaning units.
  - ~ Usually attached to chunks of varying sized words, phrases, sentences or whole paragraphs
  - ~ A shorthand method or way of identifying the theme/category in a transcription.
  - ~ Typically take the form of strings of letters and/symbols.
- Coding and analysis are not synonyms, though coding is a crucial aspect of analysis
- First-level coding ~ Open Coding
  - ~ Corresponds to step 4
  - ~ A combination of identifying meaning units, fitting them into themes/categories & assigning codes to the themes/categories
- Meaning Unit ~ Segment of information that forms the building block of a classification scheme
  - ~ Can be a single word/ phrase/ partial or complete sentence/ paragraph or more
- Constant comparison method ~ Meaning units with the same characteristics are placed in the same category & given the same code.
- Interpretation ~ Made throughout the research process
  - ~ Transformation, illumination, refining
- Description ~ Follows interpretation
  - ~ Should make sense of the data as a whole

- Quotations ~ Should be linked to the related text
  - ~ Their context should be clarified
  - ~ Should be given interpretation
  - ~ Should be properly balanced by text
  - ~ Should be kept relatively short, as longer quotes are often vague.

**Step 1** ~ Once you have organized and prepared the data for analysis, read through all the transcriptions carefully.

Make notes of ideas as they come to mind.

**Step 2** ~ Select one document/transcribed interview.

Go through it, asking yourself: What is this about?

Do not think about the substance/content of the information, but its underlying meaning.

Write your thoughts in the margin.

**Step 3** ~ When you have completed step 2 for several documents, make a list of all the topics

Place similar topics together

Form these topics into columns that might be grouped as “major topics”, “unique topics” & “leftovers

**Step 4** ~ Take the list of topics and assign to each topic an identifiable code.

Now take the list of topics, go back to the transcribed data and write the codes next to the data segments that correspond to them.

**Step 5** ~ Find the most descriptive wording of your topics and turn them into themes/categories

Group related topics to reduce your total list of themes.

Draw lines between categories to show interrelationships.

**Step 6** ~ Make a final decision on the abbreviation for each theme/category

Alphabetize the codes

**Step 7** ~ Use the cut-and-paste method , assemble the data material belonging to each theme in one place

Do a preliminary analysis

**Step 8** ~ If necessary, recode the existing data

If not, start on interpreting the research findings

## 10. WRITING & EVALUATING RESEARCH REPORTS

### 10.1 Introduction

- Writing the research report ~ Lt step in the research process.
  - ~ Makes research accessible to others

### 10.2 Functions and characteristics of a research report

- The research report
  - Communicates scientific data and ideas to an audience
  - Contributes to the general body of scientific knowledge
  - Stimulates & directs further enquiry
- 2 Requirements ~ Reporting & accuracy
  - ~ Helps meet 2 of the scientific norms : Sharing knowledge & honesty in research
  - ~ Also relates to ethical norms
- The report should be written so that readers understand what you did, why you did it & what you found.
- The report ~ A record of the research process
  - ~ A summary of the findings
  - ~ a concrete way of putting forward arguments & reasons in support of a specific finding
- Include enough information that the research can be replicated.
- It is the researchers responsibility to prove that the research complies with scientific norms
  - Reliable, valid, objective (in the case of quantitative research)

### 10.3 Types of reports

#### 10.3.1 Written assignments

- Essays required esp in post-graduate studies
- Normally you are given a problem that needs solving

#### 10.3.2 Presentation

- Usually an oral presentation at a conference or seminar
- Extreme time limit means you have to prioritise
  - ~ Use the purpose of the seminar as guide
  - ~ The findings are usually the thing to focus on
- Not so important to talk about the research methods
- Usually followed by a question-and-answer session
- Can use audiovisual aids
- Hard copies of the presentation are often expected

### 10.3.3 Journal articles

- Write succinctly ~ Brief & to the point
  - ~ Readers don't have time for lengthy articles, publishers want to save space
  - ~ Economise & eliminate some aspects of the work
- Raw data ~ Not included as it usually makes no sense to the readers
- Tables & graphs ~ Mostly excluded due to lack of space
- Target audience ~ Peers
  - ∴ Underlying theory, methodology & techniques of analyses & interpretation NB
- Information must be accurate, easy to find, relevant & comprehensive.

### 10.3.4 Commissioned research

- Will probably deal with a practical problem & applied research
- If the research is to be used for decision-making, you need to include some suggestions in the report on how the problem can be solved.
- Usually limited to an in-house document intended for management
  - ∴ Should be formulated in simpler terms than the journal article.
- Details re sampling, methodology & literature review ~ Either excluded or in an appendix
- Begin the report with an executive summary of key findings & recommendations
- Might include an oral presentation
- Presentation of a commissioned report is more flexible than the other types of research reports.

### 10.3.5 The dissertation and the thesis

- Part of post-graduate studies
- Goal ~ Students to demonstrate their skills & prove they can successfully undertake independent research
  - ~ Expected to make a significant contribution to the knowledge of the subject
- ∴ As much detail as possible must be included:
  - Nature of the research process
  - research design (sampling, methods used for data collection etc)
  - method of interpretation
- Thesis ~ More complex than a dissertation
- Longest types of reports due to the required level of detail
- Structure broadly follows the research process itself

See figure 10.2, p263 for schematic of the structure of a thesis

p262

### 10.3.6 Newspaper reports

- Usually follows after more specialised reports have been written and published
- Very short ~ Lacks detail
  - ~ Leave out data collection techniques, measurement techniques & literature review
- Focus on most basic facts
- Emphasis is on the research findings, what they mean & how they can be applied
- Avoid jargon
- If a minor side-detail would fascinate the readers, include it.
- Styles of newspaper reports:
  - Inverted pyramid ~ Most NB news first
    - ~ Easy to edit, but hard to convince people to read the whole article.
    - ~ Most commonly used
  - Narrative ~ Telling of a story with a beginning, middle & end
    - ~ Story is told using a narrator or a character with dialogue
  - Wall Street Journal ~ a more focused style of writing
    - ~ Focus on an individual/institution & then move on to more NB facts
    - ~ Encourages the reader to finish reading the article
  - Champagne Glass ~ Similar to inverted pyramid, but the NB facts are followed by a narrative style
    - ~ By keeping the report in context it simplifies complex issues
    - ~ Hard to edit
  - Anecdote and nut graph ~ Long soft lead in the form of an anecdote or story connected to the report, but excluding hard facts
    - ~ Followed by the “nut graph”: Paragraph covering the essential facts
    - ~ Followed by the rest of the story
  - Stack of blocks ~ Several distinct & separate sections with a strong ending
    - ~ Arranging info into groups allows us to provide explanations in an easier way while allowing the reader to recall that information
    - ~ Easy to edit.

### 10.4 Organisation of a report

- As you go through the research process, you record what you find
- This record forms the basis of the research report
  - ∴ Preparing the report parallels the actual research done
- There are four distinct stages to the research process:
  - Stage 1 — definition of the problem
  - Stage 2 — obtaining information
  - Stage 3 — analyzing and interpreting this information
  - Stage 4 — making known the results

### **10.4.1 Stage 1 — defining the problem**

#### ***The research problem***

- Drives the whole research process
- Description of the nature of the problem NB
- Concepts must be clearly defined

#### ***The literature review***

- Summarises work already done in your field of study
- This establishes boundaries for your research & helps with designing a research plan
- Accuracy ~ Report accurately on the main points of each study included in the review
- Relevance ~ Discuss the relevance of the study to your own research
- Establishes the conceptual framework within which we conduct our research

### **10.4.2 Stage2 — obtaining the information**

#### ***Data gathering***

- This relates to the sample used in your research
- 2 Aspects need to be recorded:
  - Sample size ~ Including how the sample was selected
  - Sample characteristics
- Mention the representativeness of the sample & events that could influence drawing of the sample

#### ***Method***

- Explain how you undertook your research
- Target audience determines the amount of detail included
- Follow a logical order & try to describe method in the same order as the research was done
- Refer to data collection & measuring instruments

#### ***Reliability and validity***

- Discussion of this depends on the type of report



### 10.4.3 Stage 3 — analysing and interpreting the information

#### **Results**

- Illustrating your findings ~ Graphic representations should be used sparingly,  
unless it is for commissioned research or presentation
- Description of your analysis ~ Statistical method used should be mentioned (quantative research)  
~ If a common method is used it can be mentioned in one sentence
- Description of findings ~ Findings must relate directly o the initial problem, research questions & hypothesis.

#### **Interpretation and discussion**

- Interpretation ~ Analytical process in which you examine your research  
in order to develop a conceptual understanding.
- Discussion ~ Moves beyond interpretation
  - ~ Provides a deeper understanding of the data in relation to the supporting theory/research problem/ hypothesis
  - ~ Explains what has emerged from the research
  - ~ Can be used to link your interpretation with your conclusion
- Main objective ~ To consolidate your research
- Must explain what the results from your research mean, without repeating those results.
- 4 Elements that should feature in the discussion:
  - 1 Summarise the main findings
  2. Discuss the implications of your interpretations(does your findings contradict/support current thinking?)
  3. Limitations and practical problems
  4. Suggestions for future research

### 10.4.4 Stage 4 — making known the results

#### **The introduction**

- Provide an outline to gain the readers interest
- Aspects usually found in the introduction:
  1. State the problem ~ Provide background,
  2. Explain the theoretical framework ~ Justify your choice of theory
  3. Justify the research ~ Does it have practical value, methodological value or deal vir crucial theoretical issues
  4. Indicate the aim of the research ~ End the introduction with a statement of your hypothesis/research questions

#### **The conclusion**

- Brief summary of essential findings]\
- Can include recommendations
- The report should end and not just stop, don't let readers draw their own conclusions

## ***The abstract***

- If the research report is intended for publication in an academic journal/ is a dissertation or theses
- Short summary of between 150-500 words highlighting key aspects
- Published in databases to make work accessible

## **10.5 Technicalities**

- Formal & correct language usage.
- Write in the third person

### **Use of tenses in a research report**

- |                         |                                                                                                                                                                                    |                                                                                                                                             |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| ○ Present tense         | <ul style="list-style-type: none"> <li>• Describing accepted knowledge</li> <li>• Referring to information in your paper</li> <li>• Discussing findings and conclusions</li> </ul> | <p>“Public Service Broadcasting is in a crisis.”</p> <p>“The results are summarised in Table 1.”</p> <p>“These findings imply that ...”</p> |
| ○ Present perfect tense | <ul style="list-style-type: none"> <li>• Describing events that have occurred over an unspecified period of time in the past up to the present</li> </ul>                          | <p>“Several researchers have evaluated this model.”</p>                                                                                     |
| ○ Past tense            | <ul style="list-style-type: none"> <li>• Describing events that occurred at a specific time in the past</li> <li>• Describing your methods<br/>your results</li> </ul>             | <p>“Collins (1994) analysed the content ...”</p> <p>“The content was coded into twelve and categories.”</p>                                 |
- 
- Stylistic characteristics of good scientific writing:
    1. Write systematically
    2. Write clearly
    3. Write precisely
    4. Write directly & simply
    5. Write concisely

= Be Parsimonious

## **10.6 Evaluating a report**

- Journals will refer your article to a referee to maintain high standards
- When you have to evaluate a report, the following questions can be used:

### **10.6.1 Definition of the problem**

- Is the title clear and appropriate?
- Does the introduction establish the purpose of the research?
- Does the introduction justify the need for the research?
- Does the introduction outline what is to follow in the report?
- Is the introduction limited in length?
- Is the research problem clearly stated?
- Are research questions and/or hypotheses given?
- Are the hypotheses clear, testable and specific?
- Does the literature review critique relevant previous studies?
- Is relevant knowledge presented in the literature review?
- Has the researcher adequately discussed relevant literature?
- Does the research identify gaps in knowledge?
- Are the theoretical aspects of the research work clearly described?
- Does the theory fit the study?
- Have key constructs been identified in the literature review?
- Does the research build on that discussed in the literature review?
- Is there evidence that the research was properly planned?
- Are key concepts clearly explained?

### **10.6.2 Obtaining the information**

- Are the methods described in enough detail to allow replication?
- Is a rationale given for the methods selected?
- Is the research design appropriate for resolving the research problem?
- Are variables operationally defined?
- Is the sampling procedure described?
- Is the sample size adequate?
- Is the sample representative of the defined population?
- Is the reliability of the study clearly explained?
- Was any form of validity established?
- Is this validity adequate?

### **10.6.3 Analysing and interpreting the information**

- Is the data depicted accurately?
- Is the data analysis appropriate and correctly executed?
- Have alternative interpretations of findings been considered?
- Is the discussion of the findings relevant to the problem being investigated?
- Are the findings explained in terms of any particular theory?
- Is this theory adequate for explaining the findings?
- Are the conclusions valid and important?
- Does the conclusion correlate with the introduction?

### **10.6.4 Technicalities**

- Is the report organised logically?
- Does the report comply with the style conventions for this type of report?
- Is the length of the report acceptable?
- Is the abstract an accurate reflection of the research?
- Are tables and figures clear and understandable?
- Is the statistical test appropriate for the type of data collected?
- Is the use of punctuation correct?
- Are all quotations suitable and correctly acknowledged?
- Are sources correctly referenced?
- Is there a bibliography?
- Are the words and jargon used appropriate?
- Does the report contain grammatical error?
- Are there spelling mistakes?