INTRODUCTION TO RESEARCH

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Du Plooy-Cilliers, F., Davis, C. and Bezuidenhout, R. 2021

ASSESSMENTS

ASSESSMENTS	MARK ALLOCATION
ICE	10%
ASSIGNMENT	45%
SUMMATIVE	45%

NEW POLICY STIPULATIONS

1. Submission times for online assignments and exams on the date of submission are now 23:59. NO lecturer or information specialist assistance will be given after 17:00

2. If you submit at 00:00 or later that day (within 24 hours after the submission deadline), a -15% penalty applies in addition to penalties for referencing, spelling and formatting as well as in addition to a loss of marks due to insufficient answers.

3. If the assignment or exam is still not submitted by 23:59 of the next day (thus more than 24 hours late) 0% is awarded

4. Concessions are phased out. Any request for extended time need to meet the requirements related to death, crime, hospitalisation, accident etc. WITH evidence. Not automatic anymore.

HOW TO PASS RESEARCH

Keep up with the content and attend class. I do not only explain research I ALSO show you how to apply it with real article analysis and activities. I guide you towards understanding Research.

HOW TO FAIL RESEARCH

Research is NOT a creative science. An approach to it is either right or wrong. You CANNOT just read a book and know research. It needs to be UNDERSTOOD.

If you LACK an understanding of Research, it can end badly in the exam. It can result in you identify the wrong paradigm for each research article you have to analyse which MEANS you will also identify the wrong design, the wrong study type, the wrong alternate paradigm, wrong alternate methodology, wrong data collection instruments and wrong data analysis methods. This equals a loss of 140 marks out of 200.

Four completed and timely submitted ICE activities only add 10% to your mark. Late ICE do not get marked. For those demanding to do things their way and do not wish to be told when to complete and submit 4 ICE activities, there will be a 'merciful' gruelling past research exam paper that you can complete and have to pass before earning any ICE marks. You will only have 3 days to complete and submit it online before the final ICE cut-off date. Do not rely on ICE to pass Research.

Do not hand me any hard-copy ICE activities. Submit online only. All ICE activities will be uploaded way in advance and your struggles with ESKOM, illness, crime, death etc. will therefore make no difference.

ASSIGNMENT

The IIE does NOT provide you with a topic to do research on. YOU provide US with a Topic and I assess you on it by taking each applicable chapter we do into consideration. It is NOT a copy and paste situation like with your other modules. You need to show insight and understanding and you will be

assessed on that. I will do a workshop with you on how to develop each section of the assignment. I will also upload a template to use to enable you to earn as many marks as possible.

EXAM

You have to analyse 3 articles according to a framework the IIE provides you with. It is challenging. I usually analyse one article for you so you can see how it should be done and only discuss the other two articles in class to give you guidance. This will ONLY happen in class.

The pass rate for the exam over the years show only one out of every two of you in this class will pass the exam. You or the person next to you may therefore fail the exam first time around.

I will prepare you for the exam by having you practise analysing past exam articles in class. I will do a workshop with you in class and upload a template for you to use.

TOPICS FOR ASSIGNMENT

The use of AI, IoT, VR, Big Data, Cloud computing etc. in the field of education/medical sciences/corporate environment/gaming etc.

This is only a vague idea. AVOID anything vague or general..... The topic above is NOT suitable yet for a research study. A refined topic suitable for Research will flow from the broad topic and adding a context *for example*....

To explore the ethical use of AI in formative assessments by BCAD or BCom third year students at private higher education institutions in Gauteng

DO NOT

- **Copy a past completed study and present it as your own. Your SA% cannot be more than 30%. If it is I can open your assignment and view all sources you used. You will be flagged for a high similarity and get 0%**
- **Work on a topic in a different field i.e education or psychology etc. These things can be the context of the study but NOT the study itself. It MUST be related to IT**

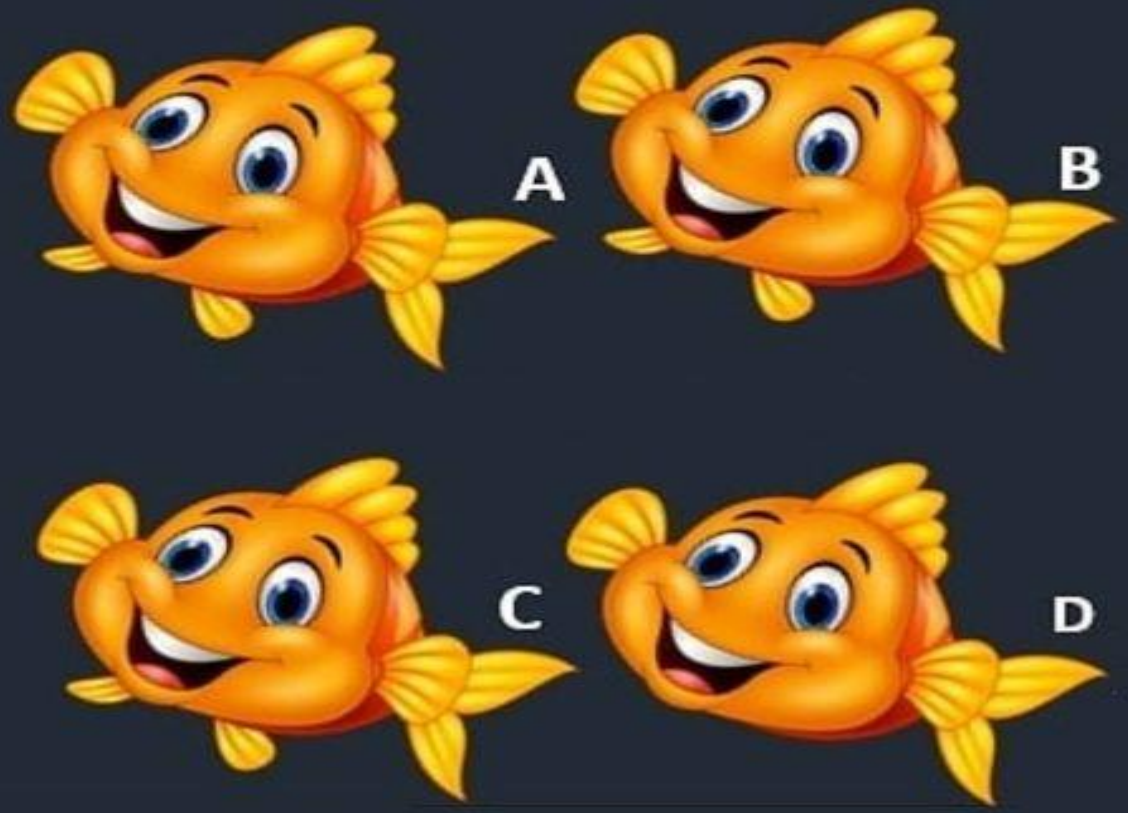
Topics from previous years

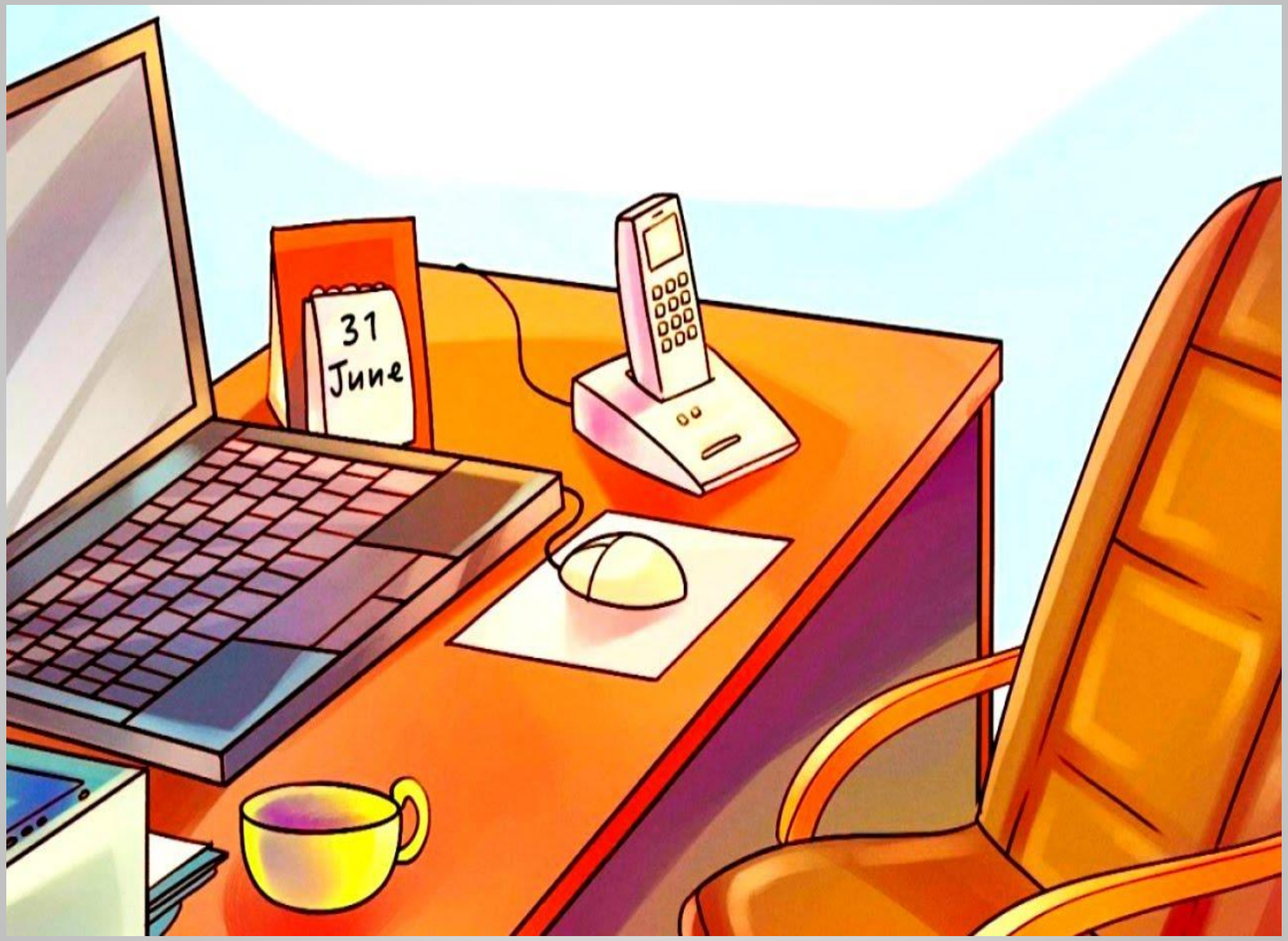
1. Exploring how young adult Africans utilise AI natural language processing tools to improve their comprehension of study material
2. Exploring the correlation between the use of Big Data and productive marketing efforts at AIC Advertising in Gauteng
3. Reviewing the role of AI companion bots in improving mental health among teenagers in Parktown
4. Assessing the role of virtual reality as training tool in educating 5th year medical students on heart surgery at the University of Stellenbosch
5. Exploring home security risks related to the use of IoT in Sandton

What is RESEARCH?

RESEARCH IS SEEING DIFFERENTLY AND ASKING QUESTIONS OTHERS DO NOT

Which one is different ?




31
June

Can you read it?

IN73LL1G3NC3
15 7H3 4B1L17Y
70 4D4P7 70
CH4NG3.

- 573PH3N H4WK1NG

Let us discuss

1. What constitutes a fact?
2. Can research be objective?
3. What is real? How do you know something is real?

CHAPTER 1

What is RESEARCH?

RESEARCH IS SEEING WHAT EVERYBODY ELSE IS SEEING BUT THINKING WHAT NOBODY ELSE IS THINKING.

Process of inquiry

Applied to questions, information, knowledge, assumptions and decisions that **PURPOSEFULLY** involve other people, processes or systems

Purpose of RESEARCH?

Purpose
Why do research?

A few…

- identify problems
- find answers and/or solutions
- Make suggestions to prevent undesired consequences
- Challenge/question stereotypes
- generate awareness

RESEARCH THUS IS…

Asking questions + finding answers to these questions

FORMAL RESEARCH

...will always depend on previous research, **AND** new information that is collected by you in your own study using formal research methods, making accurate measurements and interpreting the data to come to an answer

INFORMAL RESEARCH

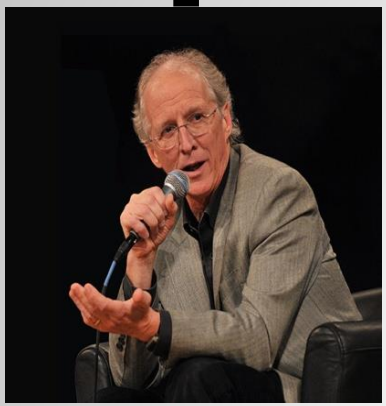
...does not depend on factual information that is available, not based previous research studies, not based on new information that is collected, not related to on-going research projects. It is just an assumption based on an untested opinion

ASSUMPTIONS

These are beliefs that are unproven and therefore currently neither true nor false. It has to be proven through research to become true

CEO, Pastor, Doctor, Undercover Cop, Murderer, Drug Addict?

1



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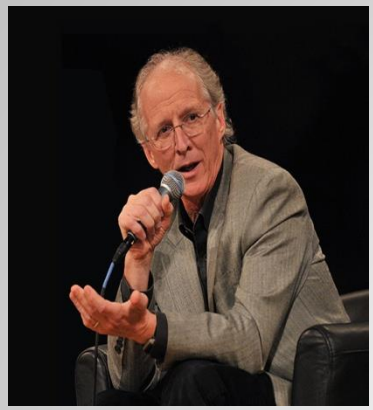
BIL,
BCA



Pastor

CEO

Undercover cop

Medical doctor

Murderer

Drug addict

THE RESEARCH PROCESS = 9 steps

1. Identifying and analysing the topic (problem)

Find a topic that interests you in your field of study, make an assumption and turn it into a question i.e.

- Has marketing changed from product-oriented to people-oriented?
- Are rising bank interest rates the primary contributing factor in people not buying property?
- Is the media out to discredit Donald Trump?

Make sure the topic interests you since you will be working on it the whole of semester 2

2. Reading about topic (books and articles) and writing a literature review

- Here you have to find relevant literature (books, articles, documentaries) that relates to your topic

- These sources **MUST** be relevant to your topic. The more specific your topic the easier it is to search for articles and books with relevant keywords

i.e. Is there an increase in child abuse in South Africa?

Keywords/phrases:

1. Define child abuse
2. Child abuse statistics in South Africa over different periods of time

Use literature in different stages:

1. Find info related to your topic, defining and explaining your topic

2. Find info that relates more specifically to the purpose of your topic i.e. **NOT** looking at behavioural problems in children **BUT** child abuse. ***DO NOT get side tracked***

3. At this stage you are clear on your research topic and purpose and will start selecting most relevant sources to formulate a good argument and literature review

3. Formulating your RQ and/or Ha

4. Choose a research approach/design

Is it a quantitative study or a qualitative study?

QUANTITATIVE = presents numerical stats to tell us **the number of times** or how often something happens, or providing yes or no answers
QUALITATIVE = presents interpretative data which tells us **why or how** something happens

QUANTITATIVE = often aims to **predict outcomes** i.e. **If** students study one hour per day more for Research **then** their average test results will improve by 5%

QUALITATIVE = often aims to **explain or describe** people's behaviour, attitudes or perceptions i.e. **Why will** students that study one hour per day more for Research, perform better in their assignments?

CHAPTER 2

What is a PARADIGM?

When two of us experience the same event, and are then asked to share our views of that event, our stories will be different because we experience the same event in different ways and as result share different views.

These views reflected in the different stories of the same event, tell us what is important to us without any of us being wrong.

What is a PARADIGM?

…cluster of beliefs which tell scientists in their fields of specialisation (your degree)

(1)what is important to study,

(2) how research should be done and

(3) how results should be interpreted

What is a PARADIGM?

We can do research on the same event in different ways and get different answers i.e can we only have fruit juice, cereal, and toast in the morning? Society says this combination is breakfast.

So, if you have this food for dinner someone will question it because it is strange to them and they want an explanation of why this food is consumed as dinner.

Paradigms

Different paradigms will give us different answers.

Positivism tells us what is perceived as correct i.e a combination of cereal, toast and juice is breakfast food

Interpretivism tells us why these foods can also be consumed as dinner and not only as breakfast. There are difference reasons that may not be that obvious. Different views/understandings/reasons.

Paradigms

Different paradigms will give us different answers.

Positivism tells us what the observable problem is and how big the problem is (stats).

Interpretivism tells us why and how the problem is perceived or experienced by people in different ways, not just in one way.

What is a PARADIGM?

…cluster of beliefs which tell scientists in their fields of specialisation (your degree)

(1)what is important to study,

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(3) how results should be interpreted

Paradigms

A **paradigm shift** occurs when what we expect does not happen *i.e we expect that everybody will eat cereal, toast, fruit and juice for breakfast.*

This is a reasonable expectation and prediction to make. What happens if this food is consumed as dinner? Will the world come to an end? Will society fall apart? Realising there are different ways of doing/experiencing things creates a shift in knowledge. A shift now occurs in how we view the situation. Different view = different paradigm

3 dominant research PARADIGMS/TRADITIONS

POSITIVIST
INTERPRETIVIST
CRITICAL REALIST

POSITIVISM

Focus on objective and observable facts (that can be observed via senses with high degree of predictability) i.e.

If I drink 500ml of water (observable action) then my thirst will be quenched (prediction).

Positivism is mostly related to quantitative research dealing with statistics, predictions and correlations

INTERPRETIVISM

Developed as reaction to limitations of positivism i.e. people are not predictable

Cannot study human behaviour, beliefs, feelings etc. objectively since behaviour, beliefs, feelings are based on subjective experiences

Behaviour should be studied qualitatively where reasons are required for WHY? questions. Understanding why is important

CRITICAL REALISM

Combine both positivism and interpretivism due to limitations in both

Aim is not to only find statistical data or only describe and understand phenomena but to bring about real change

Focus not only on what needs changing but how, when and why it is required

POSITIONS/APPROACHES within each PARADIGM/TRADITION

EPISTEMOLOGICAL (knowledge)
ONTOLOGICAL (reality)
METATHEORETICAL (theory)
METHODOLOGICAL (Research methods)
AXIOLOGICAL (value)

EPISTEMOLOGICAL

DEFINITION… the study of knowledge. Deals with what counts as real factual knowledge

USED IN **POSITIVISM**

- ✓ Only objective, observable, predictable knowledge = real
- ✓ Predict and control phenomena i.e. less sugar = improves focus
- ✓ Always a Ha: if… then

EPISTEMOLOGICAL

USED IN **INTERPRETIVISM**

- ✓ To understand people we need to understand how or why people see things differently (not predictable)
- ✓ Understanding = knowledge
- ✓ i.e knowledge = dependent on people's interpretation/perception of facts

USED IN **CRITICAL REALISM**

- ✓ All knowledge should be questioned since it depends on context, culture etc.
- ✓ Knowledge should be MORE than facts (positivism) or understanding (interpretivism). Knowledge should be used to bring about change in a situation.

EPISTEMOLOGY (what is the result/new knowledge?)

The study of KNOWLEDGE

It is about existing and new knowledge, existing and new information, existing and new facts that a situation or event or a study can provide … Example

Eating cereal, fruit and toast for breakfast

Positivist epistemology = societal rules dictate that South Africans consume cereal, fruit and toast for breakfast (FACTUAL KNOWLEDGE)

Interpretivist epistemology = because of different reasons (medical, religion, dietary) not all South Africans consume cereal, fruit and toast for breakfast (different reasons provide different facts which result in new KNOWLEDGE)

Purpose of RESEARCH?

A few…

- find answers and/or solutions
- Make suggestions to prevent undesired consequences
- Challenge/question stereotypes
- generate awareness

ONTOLOGICAL

DEFINITION… the study of being, **existence or reality**. What is real and how do we know it is real?

USED IN **POSITIVISM**

Reality can be seen and measured and is governed by laws and predictability

- ✓ Reality = My throat and mouth are dry
- ✓ Law = I am thirsty and need to drink water
- ✓ Predictability = If I drink water I will not be thirsty anymore and my reality will change

ONTOLOGICAL

USED IN **INTERPRETIVISM**

- ✓Reality is fluid, subjective and created by humans acting differently to the same situation
- ✓Each person's own perception of a situation constitutes a reality or different realities

USED IN **CRITICAL REALISM**

- ✓ Reality changes over time and is governed by contexts and structures
- ✓ Reality is not rigid. As people change, so will their perception and as such their realities

ONTOLOGY (what is the danger?)

The study of REALITY

It is about what is real. Example…Cereal, juice and toast are breakfast food. When you see this combination of food it is assumed the real time of day is early morning

Positivist ontology = Cereal, juice and toast are breakfast food (reality) = **REAL because of one reason**

Interpretivist ontology= because of different reasons/realities, millions of South Africans consume this food as dinner = **REAL because of different reasons**

METATHEORY

DEFINITION… the **theory about theory**. Looks at how theories can explain phenomena

Theory is NOT literature discussions or articles or definitions.

USED IN **POSITIVISM**

- ✓ Theories explaining relationships between 'things' to enable predictability
- ✓ Cognitive dissonance theory: if you hold two conflicting beliefs/values then you will experience mental discomfort

METATHEORY (MM)

USED IN **INTERPRETIVISM**

- ✓Theory should provide enough explanation of contexts, perceptions, differences etc. to create an in-depth understanding of other people's realities
- ✓The Systems Theory seeks to develop explanations of different(human) experiences/behaviour in different environments

USED IN **CRITICAL REALISM**

Theory should reveal true social conditions to help people see ways of improving conditions or behaviour or perceptions

Quantum theory: your reality will change when circumstances change and you will do what is needed to gain control of the new reality

METATHEORY (a theoretical theory about something else… that explains the epistemology and ontology of an event)

Theory about theory

It will be a theory that best represents/explains your study i.e:

Maslow's hierarchy of needs (need for shelter, security, connection etc. of Ukrainian refugees)

Cognitive dissonance theory (should they stay or should they flee?)

Systems theory (interrelationships between systems and entropy)

Theory of Planned Behavior (an individual's intention to engage in a behavior at a specific time and place)

METHODOLOGY

DEFINITION… a tool for investigating and ultimately resolving problems. It is about the best research instruments and methods for a study to collect most reliable and valid data

USED IN **POSITIVISM**

- ✓ Objective, quantitative research is used
- ✓ Often related to experimental research, questionnaires and surveys

METHODOLOGY

USED IN **INTERPRETIVISM**

- ✓ Subjective, qualitative methods are used such as interviews, observations, focus groups

USED IN **CRITICAL REALISM**

- ✓ Mixed methods are used: quantitative and qualitative

AXIOLOGY

DEFINITION… a study of value judgments. About the value each paradigm can contribute to research.

USED IN **POSITIVISM**

- ✓ Objective research, truth and reasons are valued
- ✓ Can proof a relationship between A and B

AXIOLOGY

USED IN **INTERPRETIVISM**

- ✓ Uniqueness/differences in perceptions are valued even if the truth looks different for different people. Understanding different realities = adds value

USED IN **CRITICAL REALISM**

- ✓ Freedom, equality and emancipation are valued. To bring about real change using the results from both quantitative and qualitative results

REVIEW THE FOLLOWING SCENARIOS AND IDENTIFY WHICH PARADIGM APPLIES BEST

Dr John Shivambu wants to find out if convicted murderers imprisoned at the Kgosi Mampuru Correctional Centre may feel sincere repentance if they are introduced to Christian sermons and Bible Study groups 3 times a week.

Dr John Shivambu wants to find out what percentage of convicted murderers imprisoned at the Kgosi Mampuru Correctional Centre will change their behaviour if they are introduced to Christian sermons and Bible Study groups 3 times a week. He also wants to understand how this change can add value to inmates.

Happy Faces Nursery School wants to determine if 5-year old boys playing video games 4 hours a week will be slower in their cognitive development in comparison to their classmates that do not play video games

Happy Faces Nursery School wants to determine why 5-year old boys love playing video games

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Happy Faces Nursery School wants to determine why 5-year old boys love playing video games

REVIEW THE BRIEF SCENARIO AND FOLLOW THE INSTRUCTIONS

Thabo wants a tattoo of a knife penetrating an eyeball. He believes it will earn him the respect of the popular kids at school.

One group propose a positivist study for this brief scenario using the jargon related to positivism i.e correlation, relationship, prediction

One group propose an interpretivist study for this brief scenario using the jargon related to interpretivism i.e understanding, explaining, why and how questions

One group propose a critical realist study for this brief scenario using the jargon related to critical realism i.e change, improvement, making different considering both positivism and interpretivism

Dr Madison and Dr Selwyn wish to learn about the lives of the individuals in their sample by using common sense to analyse the posts shared on Facebook, and interpret how these individuals share their lives via *Facebook*. Dr Madison and Dr Selwyn understand that knowledge and facts can be fluid, context specific, and embedded within a meaning system, and as such are aware that the research methodology used must be sensitive to the context within which the research is taking place.

In the end the research should provide a rich description of the shared and disparate realities constructed by the youth in the sample in order to tell their story. This story should be told using either direct quotes or descriptions of the images analysed. The researchers have indicated that there is no intention of generalising their findings beyond the chosen sample. Because of their understanding of the uniqueness of their own realities and the realities of their sample, Dr Madison and Dr Selwyn are prepared to openly discuss the values that shape their research, in particular their interpretation of the analysis.

Identify an example of the researchers' **epistemological position** in the research scenario

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Identify an example of the researchers' **ontological position** in the research scenario

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Identify an example of the researchers' **axiological position** in the research scenario

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DETERMINE THE PARADIGMS IN THE FOLLOWING ARTICLE ABSTRACTS

The Relationship Between Parenting Style and Gadget Addiction Among Preschoolers

Rizky Novitasari Suherman[1], Qori'ila Saidah[1], Ceria Nurhayati[1], Tantut Susanto[2], Nuh Huda[1]

[1] Nursing Program, Hang Tuah Surabaya Health Sciences Institute, Indonesia,
[2] Department of community, Faculty of Nursing. Universitas Jember, Indonesia

ABSTRACT

Introduction: Gadget addiction is a mental health problem in children. It can be influenced by various factors.This study tries to approach the parenting style aspect in terms of controlling the use of gadgets among preschool children. The aim of this study was to analyze the relationship between parenting style and the level of gadget addiction in preschool children. **Method:** A cross-sectional study design was used. The 104 parents who have preschooler children were chosen using simple random sampling. The Parenting Styles and Dimensions Questionnaire-Short Version (PSDQ) questionnaire and the Smartphone Addiction Test questionnaire were used to measure parenting style and gadget addiction respectively. Spearman Rho was used to analyze the relationship between parenting style and gadget addiction. **Results:** The results show that among the 104 parents, the majority adopted an authoritative parenting style (84.6%), while 70.1% of preschooler children did not depend on gadgets. There was a significant relationship between parenting style and gadget addiction among preschooler children (OR =0.564, ρ = 0.000). **Conclusions:** Parenting style contributes to gadget addiction. Parents should use an authoritative parenting style to prevent gadget addiction among their preschooler children. The implication of this research is that it provides an overview that needs to be considered in order to prevent the gadget addiction that may occur during online learning. The significance of this research shows that adopting an authoritative parenting style can make children no longer dependent on gadgets.

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Children's perception of YouTube videos with product endorsements: An exploratory study

Kara Chan
Hong Kong Baptist University

Abstract

Research on children's advertising literacy needs to keep pace with the emergence of different forms of marketing communication in the digital era. This paper reports on a qualitative study conducted among 30 children aged 10 to 12 to explore how children perceive and respond to YouTube videos that carry product and brand messages. Interviewees were asked to watch an unboxing YouTube video. Afterwards, they were asked about the purposes of this kind of video, similar videos they watched on YouTube, and the perceived influences of these messages on purchase decisions. Results show that interviewees varied tremendously in their understanding of the selling and persuasive intents of these messages. Some interviewees did not consider these videos to be advertisements because of their narrow way of defining advertising. Interviewees learned about brands for children as well as for adults from YouTube videos with product endorsements. They were aware of the persuasive effects of these videos on their brand knowledge and purchase behaviors. Theoretical and marketing implications of these results are discussed.

CHAPTER 3

THEORY IN RESEARCH

Theory...*is a logical* ***step-by-step description of concepts, constructs and relationships***

THEORIES - evidence that serves to provide clarity and detail about a phenomenon ***Theory about theory***

i.e. Systems theory or Cognitive Dissonance theory (steps/stages/phases).

The next theories are CATEGORIES of theories, not theories on their own. As such be CAREFUL to use the categories since your discussion will become literature discussions rather than theory about theory as is required

TYPES OF THEORIES

Commonsense theory – levels of…personal experience based on experience of own culture or gender or age *i.e. old people are slower than young people; someone with strong values will not commit crime*

COMMON SENSE THEORIES

Commonsense refers to the implicit theories that we all use to make sense of people's behavior in terms of their beliefs, goals, plans, and emotions.

Types of theories:

- Social representation theory (looking at social media avatars, AI, AR etc.)
- Mass communication theory (related to studies on use of WhatsApp, Instagram etc.)

TYPES OF THEORIES

Working theory – general agreed upon ideas about activities that is more precise than commonsense theories but not scientific i.e. proper feedback on student assignments may improve results

WORKING THEORIES

Working theories combine knowledge, skills and attitudes drawn from experiences with people, places and things. Working theories function in making sense of experience, controlling events and solving problems, and develop in order to become more useful and applicable, more elaborate and interconnected.

Types of theories:

- Theory of gravitation (what goes up must come down etc.)
- Information theory (an approach that studies data processing and measurement in the transmission of information)

TYPES OF THEORIES

Scholarly theory – constructed based on studies done before with evidence collected through a step by step research process. Also explains the relationships between concepts and constructs i.e.

Littlejohn (1994) found that if the sender of a message considers the gender and culture of the recipient, it will alleviate semantic noise and therefore enables the sharing of meaning

SCHOLARLY THEORIES

Written by subject experts with systems in place to ensure the quality and accuracy of information.

Types of theories:

- The Cultivation Theory
- The Spiral of Silence Theory
- Hypodermic Needle Theory.

Systems theory (see pages 61-63 in textbook)

- Input, throughput and output
- Feedback loop
- Environmental considerations:
  - Holism - 1+1=3?
  - Interdependence/structure – relationship between parts
  - Hierarchy – Supra system, systems, subsystems
  - Evolution – change over time
  - Entropy – disintegration
  - Negative entropy – resolution/rebuilding
  - Equilibrium – balance

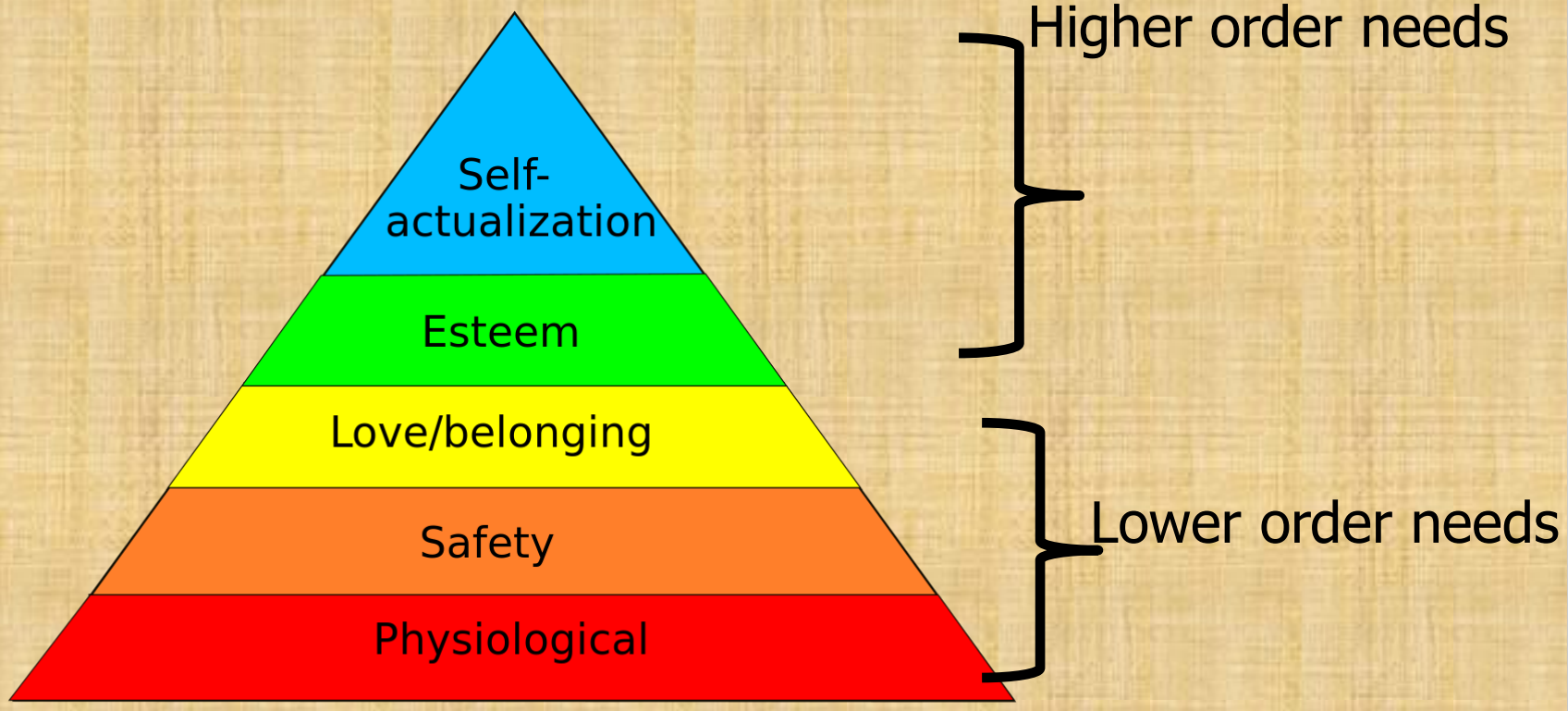


Figure 1: Maslow's Hierarchy of Needs (Jameson, 2015:23)

COMPONENTS OF THEORIES

Assumptions – touches on the topic you have selected for your study i.e AI communication bots make for great emotional companions and lessens depression

Concepts – the 'vague' thing(s) you want to investigate i.e AI communication bots + emotional companions + depression. Need to be defined and explained.

Best THEORY = Attachment theory

ASSUMPTIONS

Definition…
unconfirmed initial statement

i.e. AI provides unbiased, non-judgmental emotional support and advice

This is unconfirmed and needs to be tested

CONCEPTS

Definition… **abstract elements that will be researched**… HOWEVER - every concept needs to be **defined exactly in the context** of your study since meanings can differ

i.e. AI communication bots
Emotional support
Depression
Young adults

Concepts get precise meaning in the way they are defined (in context) and **should be explained via the theory you choose** to define and describe the concept within the context of your study

COMPONENTS OF THEORIES

Relationships and Prediction – **Positivist study**

Explanation – **Interpretivist study**

You will be required to find the **best-suited theory** for your Ha or RQ in your assignment

RELATIONSHIPS

Definition… **basic associations between concepts**… i.e. If AI communication bots are used as emotional emotional companions THEN depression among young adult introverts will decrease

Relationship

This gives us Ha

When two or more concepts are related, a **theoretical statement** is used to **describe the relationship**

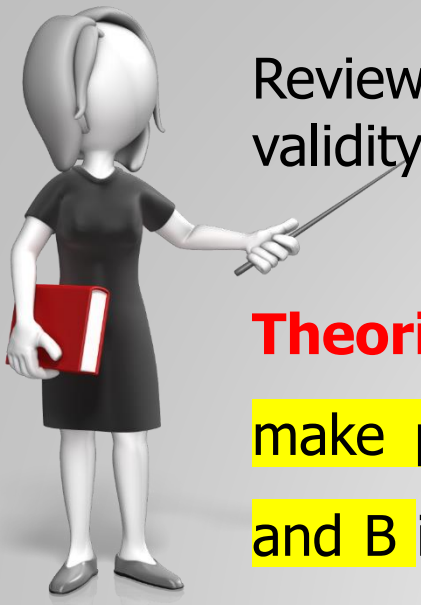
This is why you need the best theory to support your study. It implies the relationship between concepts you want to research

EXPLANATION & PREDICTIONS

Prediction… **related to Ha implying there will be a relationship between concepts**…

Explanation…**create understanding of the relationship between concepts i.e why or how AI communication bots can decrease depression among your adult introverts**

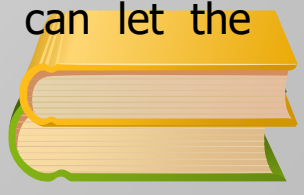
A theory explains interrelations between concepts and variables and provides a strong foundation to make predictions of the outcome of these relationships



Review the theoretical scope, appropriateness with consistency, validity and parsimony of theories before choosing your own

Theories for Positivist studies = aim to find theories that make predictions or that speak to the relationship between A and B i.e AI companion bots (A) decrease depression (B) among young adults = Attachment theory (The four S's of a secure attachment style refer to feeling safe, seen, soothed, and secure)

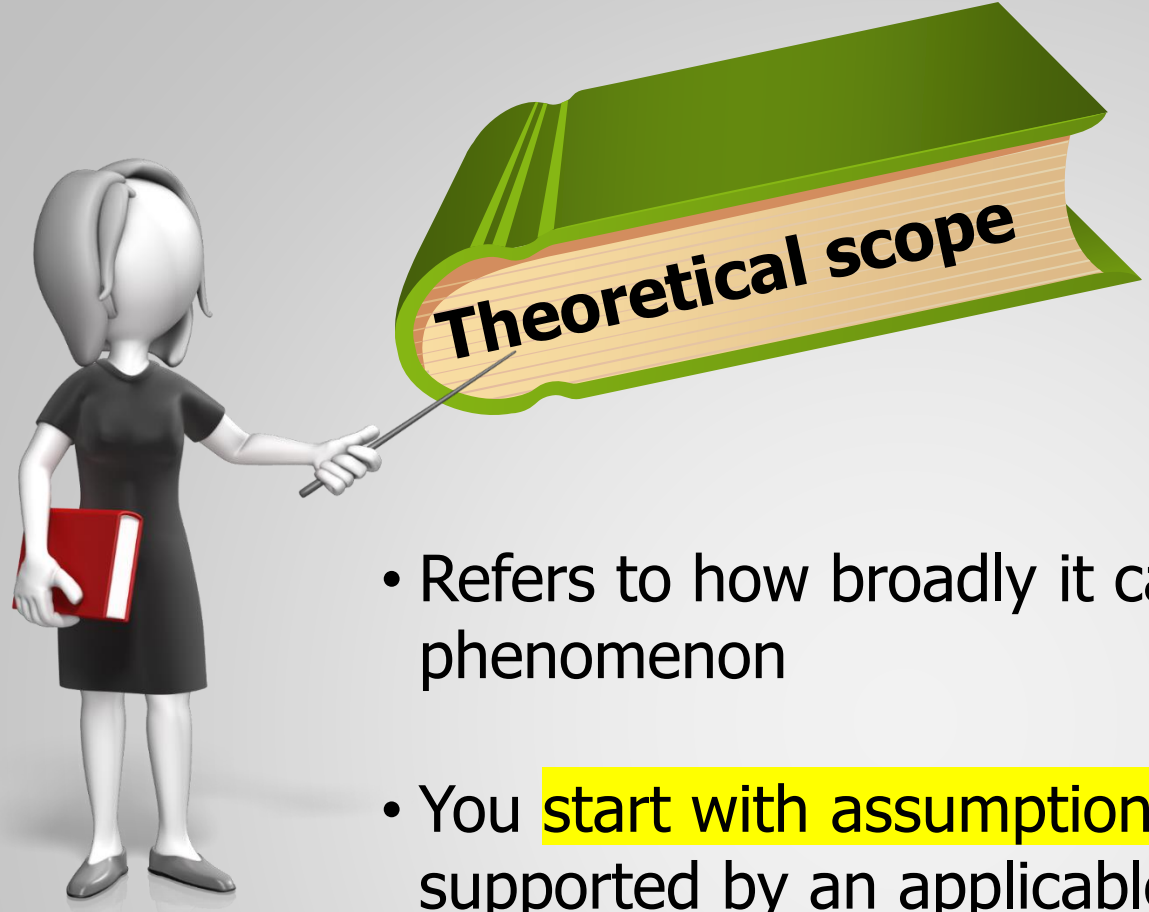
Theories for Interpretivist studies = aim to find theories that explain or understand why or how A affects B = Theory of emotional support (the offering of empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring. It is the warmth and nurturance provided by sources of social support. Providing emotional support can let the individual know that he or she is valued.)



EVALUATING THEORIES

What makes a good theory?

1. Theoretical scope
2. Appropriateness
3. Heuristic value
4. Validity
5. Parsimony
6. Openness



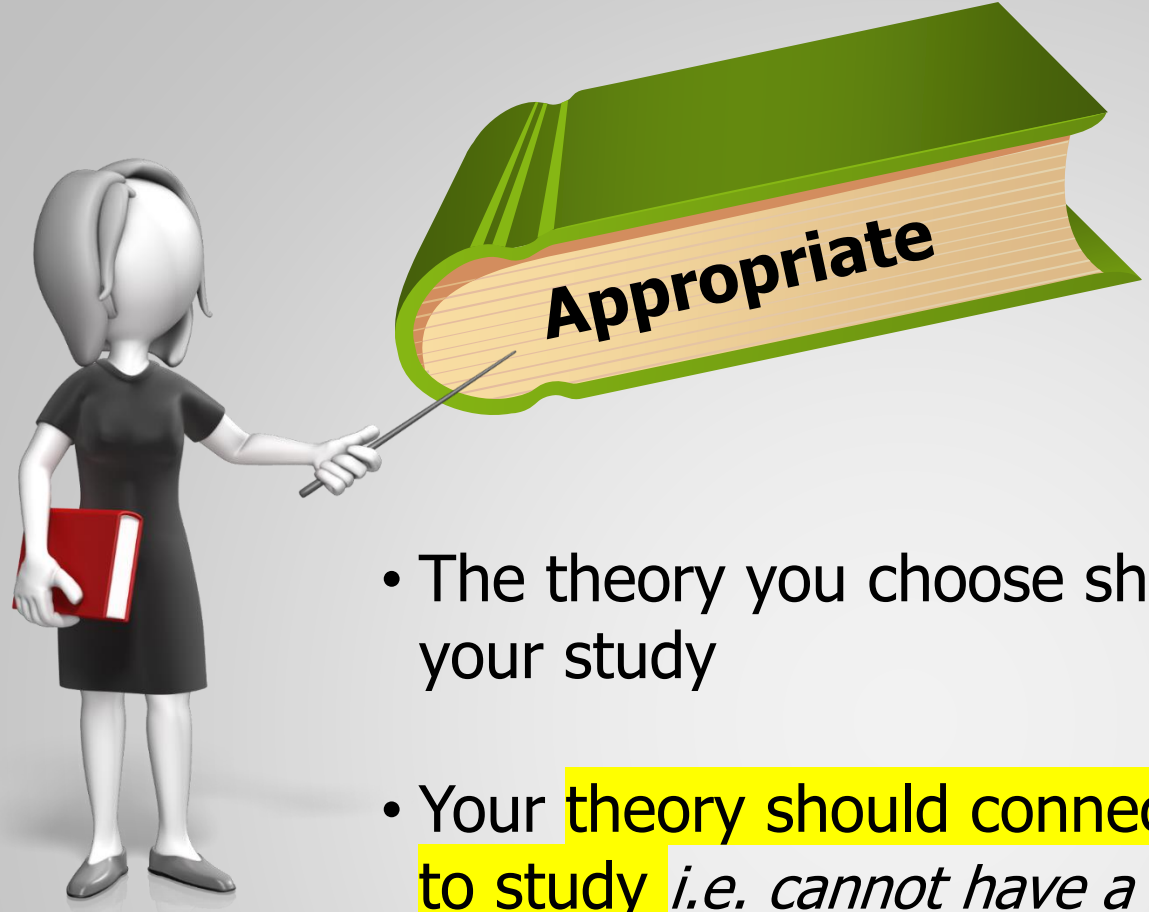
- Refers to how broadly it can explain a phenomenon
- You start with assumptions which can be supported by an applicable theory
- You need a theory to provide the context in which assumptions will be researched

SCOPE

AI companion bots (A) decrease depression (B) among young adults = Attachment theory

(The four S's of a secure attachment style refer to feeling safe, seen, soothed, and secure)

If we replace AI communication bots with a Vizsla (Known as the ultimate Velcro dog, this Hungarian breed is literally attached to their owner, and is happiest when right by your side) the theory will be the same



- The theory you choose should fit the topic of your study

- Your theory should connect with what you wish to study *i.e. cannot have a study looking at what motivates programme developers and then choose Porter's five forces looking at competition between companies to explain motivation*

- Theory thus must have **internal consistency** (must reflect the **relationship** you wish to prove in your study **OR** **explain** a phenomenon)

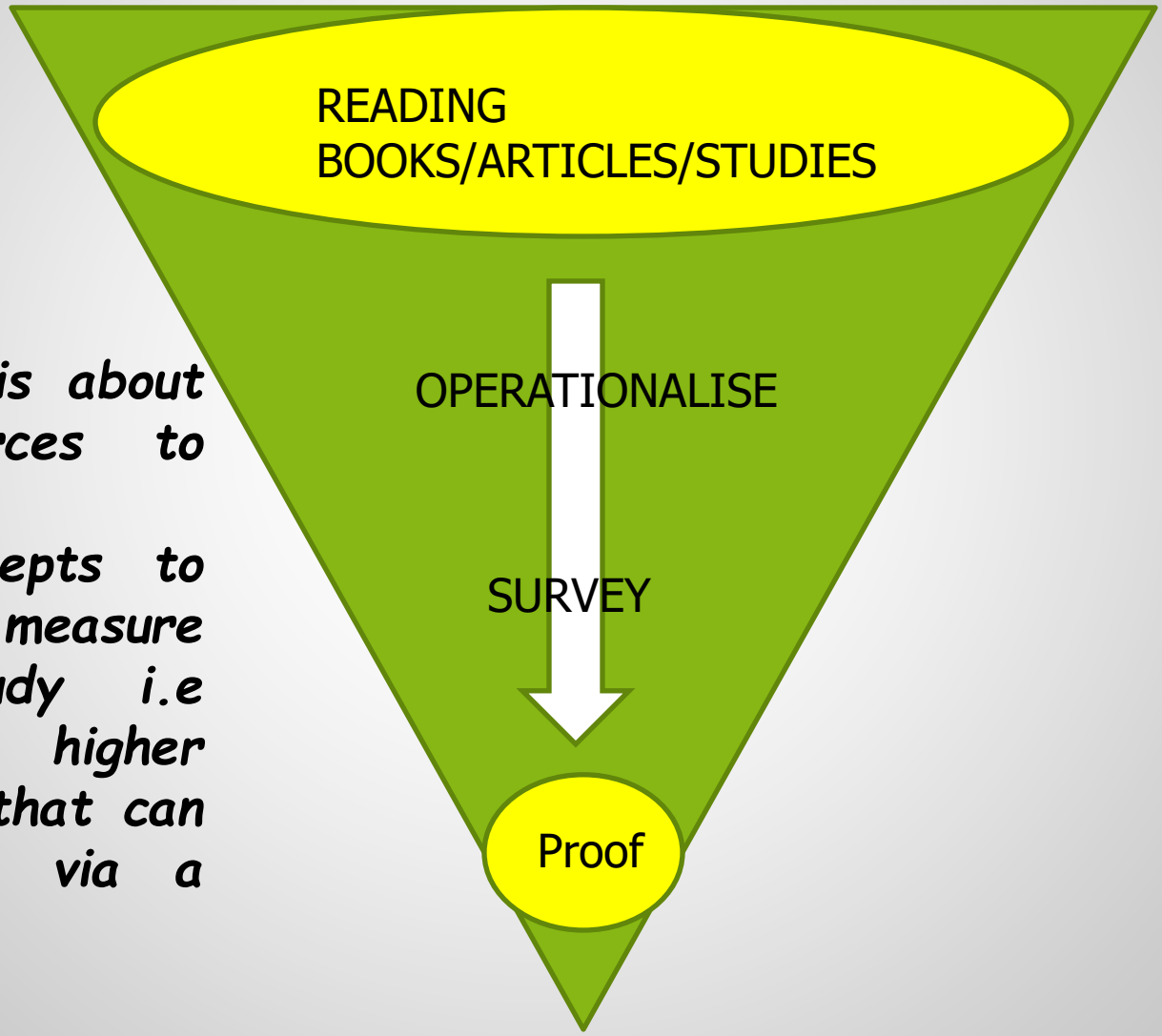
- **External consistency** - how applicable is the chosen theory. Thus – can you **argue, justify and substantiate** the theory you choose by applying its components to your study

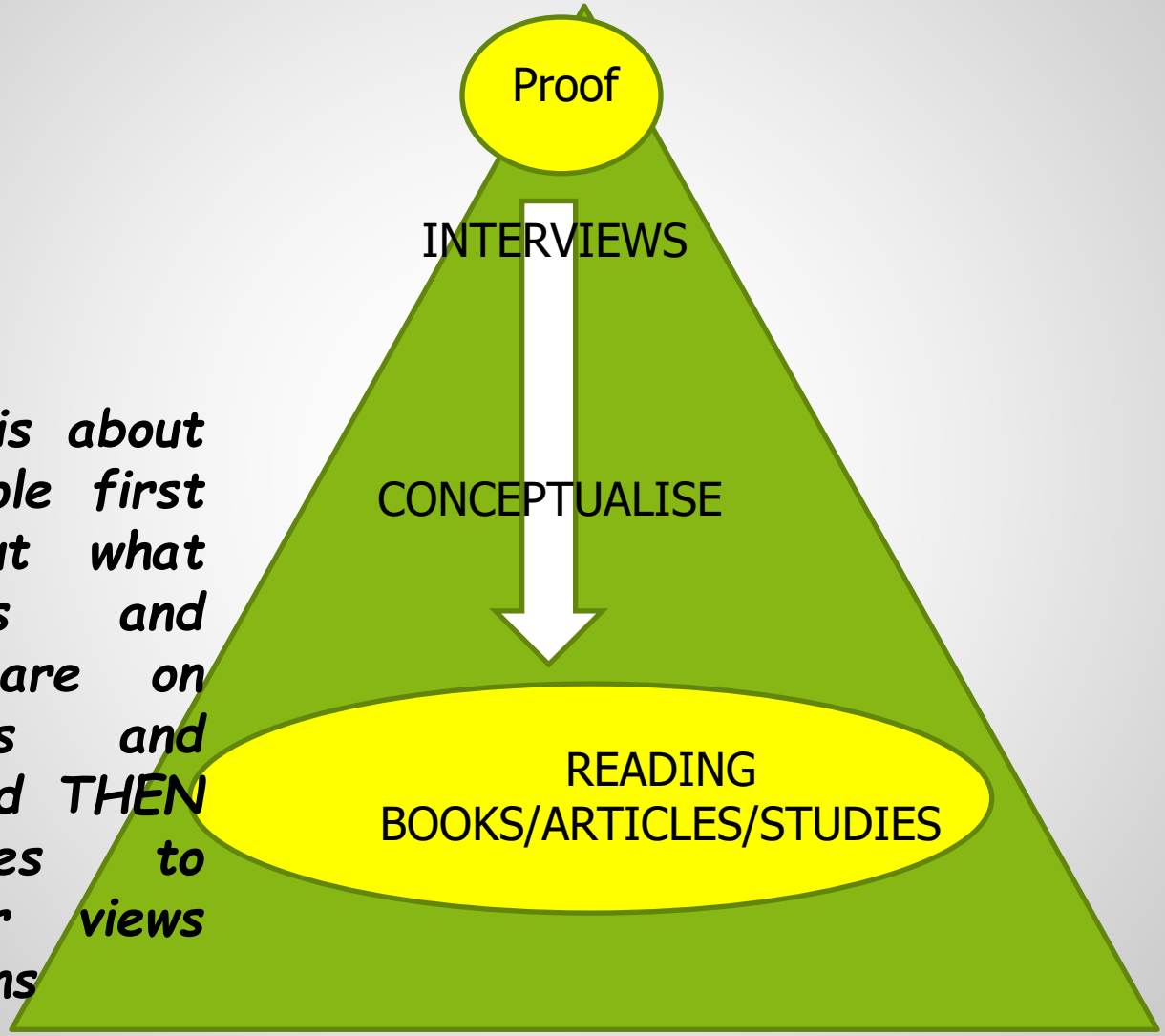
CHARACTERISTICS OF THEORIES

1. Deductive theorising
2. Inductive theorising
3. Positivist theorising
4. Interpretivist theorising
5. Critical theorising

DEDUCTIVE (MOSTLY POSITIVIST but…)

<u>DEDUCTIVE</u> is about reading sources to find elements/concepts to include and measure in the study i.e elements of higher order needs that can be measured via a survey



INDUCTIVE (MOSTLY INTERPRETIVIST but…)

<u>INDUCTIVE</u> is about going to people first and find out what their views and perceptions are on their needs and motivation and THEN find sources to explain their views and perceptions