INTRODUCTION TO RESEARCH

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THE RESEARCH RATIONALE

Research rationale and research design

Research rationale = reason for your study. Answering to why you are doing the research study

Research design = the plan you are going to follow to get the results for the study in the correct way. It is an outline. **REMEMBER**… if you do a quantitative (positivist) study the plan will look different from a qualitative (interpretivist) study

QUANTITATIVE (positivist)	QUALITATIVE (interpretivist)
PLAN	**PLAN**
Hypothesis looking for a correlation or prediction between two variables (A and B)	Research question looking for an understanding of why people feel/think a certain way
Use surveys, questionnaires	Use interviews to get the full views/opinions from people
Use a large sample from the population	Use a small sample from the population
Etc.	Etc.

Research tradition = positivism, interpretivism or critical realism.

The tradition you choose to do your research in will reflect on your values, feelings, beliefs and experiences as researcher.

If you want to prove a relationship between two things or want to predict results or provide stats, then you are a positivist.

If you want to know how people feel about something or try to understand or explain why people do/say/think the way they do, then you are an interpretivist

Research topic = depends on your specialisation i.e if you are specialising in IT then research topics should relate to IT. If you are a BCOM Finance student then your research topic will be related to finance.

Do research on a problem in your field of specialisation

Problem to be investigated = you want to find answers to the research question you formulated and want to investigate the problem you identified. Discussed this already in Ch 4

The objectives of your research = Once the research question is formulated, the objectives representing your question should be carefully phrased. It should NOT deviate from the study but guide your study in a focused manner.

See example…

RQ = Will the use of AI as companion bot decrease depression among 15 – 17 year old introverted girls in Gauteng high schools?

Objectives (of study) aligned with the above positivist question (followed by Ha):

- To determine if AI is a suitable companion bot for teenage girls suffering from depression
- To determine if 15 – 17 year old introverted girls in Gauteng high schools will share their thoughts and feelings with an AI companion bot
- To establish if 15 – 17 year old introverted girls in Gauteng high schools prefer interaction with AI companion bots to interaction with other people

Ha = If AI is used as a companion bot among 15 – 17 year old introverted girls in Gauteng high schools their depression will decrease

RQ = How can the use of AI as companion bot assist in the mental health of 15 – 17 year old introverted girls in Gauteng high schools?

Objectives (of study) aligned with the above interpretivist question:

- To determine how AI can be used as a suitable companion to teenage girls in Gauteng schools
- To determine why 15 – 17 year old introverted girls in Gauteng high schools will share their thoughts and feelings with an AI companion bot
- To establish why 15 – 17 year old introverted girls in Gauteng high schools prefer interaction with AI companion bots to interaction with other people

LITERATURE REVIEW

LITERATURE REVIEW PROCESS INVOLVES:

1. Identifying sources that may be relevant
2. Assessing these sources for reliability and validity relating to your research
3. Analysing relevant sources of info
4. Writing a review of these sources to summarise main findings that can support your research

LITERATURE REVIEW

PURPOSE OF LITERATURE REVIEW:

1. Identify and define key terms and concepts related to your research topic
2. Determine relationships between topics and variables
3. Establish a framework + identify applicable theories and models
4. Determine information gaps that your research can fill

LITERATURE REVIEW

The research question or hypothesis and objectives will guide your literature review.

RQ = How does food colouring consumed by 7-year old ADHD boys affect their play behaviour?

Objectives:

To determine how ADHD affects play behaviour in comparison to a non-ADHD play behaviour in young children

To determine how colouring as a stimulant in food can affect ADHD play behaviour differently from non-ADHD play behaviour

To determine if, why and how boys and girls with ADHD respond differently to stimulants like food colouring

To determine if and how a specific food colouring has an affect on play behaviour in ADHD boys

LITERATURE REVIEW

Literature (books, articles, medical trade magazines etc.). Read and write about…

- ADHD – what is it (physical and emotional)? In which ways does it affect young childrens' play behaviour? How is ADHD different between boys and girls? How do boys younger than 10 years, diagnosed with ADHD respond to stimuli like food colouring?
- Chemicals in different food colours that affect the brain of ADHD boys. How do these chemicals affect behaviour and specifically play behaviour with friends or by themselves?
- Typical play behaviour of young boys between the ages of 5 – 10 years. What is considered aggressive play behaviour? Reasons for aggressive play behaviour? Play behaviour of boys with and without ADHD = the aggressive side

LITERATURE REVIEW

TYPES OF LITERATURE REVIEWS:

1. **Historical reviews** (phases of development)
2. **Thematic reviews** (different perspectives)
3. **Theoretical reviews** (theoretical developments relating to research problem)
4. **Empirical reviews** (various methodologies)

LITERATURE REVIEW

SEARCHING FOR LITERATURE:

1. **Primary sources** – includes gathering data through research instruments i.e. interviews, surveys etc.

2. **Secondary sources** – journals, books, databases

Reading the literature with purpose

When you read an article or a book (literature) ask yourself the following questions:

WHO? – who wrote the literature? Is he/she a reliable source? (NB for validity). Usually books and accredited Articles

WHAT? – is the subject of the source and is it relevant to your research study? Will it serve a purpose in supporting your research?

WHERE? – was the research done? If you look at media instigating violence it will be different in the USA than in South Africa

Reading the literature with purpose

WHEN? – was the source published? If you review an article that looks at the role of traditional media in society it may be outdated in light of the current digital age of media

PREVIOUS LITERATURE *(a FEW pointers for assignment)*

1. Start first paragraph with a general overview of the topic and problem you are investigating (with a source reference).

2. Continue to DISCUSS in full the studies that you have referred to in your Background (Assignment) i.e. *Surnames of researchers/authors, date, name of studies, what the studies were about, what the results were how these results can be used in your study*

3. Use 2nd and 3rd level numbering headings to avoid long sections of continuous discussion

4. NB!!!! These articles, books etc. MUST relate to concepts discussed in your study although it does not have to be exactly the same i.e. if your general topic is about *motivation related to higher- or lower order needs* the studies you have to refer to must at least touch on motivation in general and then go into more detail of higher- or lower order needs.

5. THUS, the main concepts or variables in your **RQ or Ha,** as well as in your **objectives or hypotheses** must reflect in the selected studies you choose to develop in your previous literature section

- **DO NOT get side-tracked i.e. if you look at the <u>importance of AI in lower or higher order needs</u> DO NOT for example look at IoT or Big Data. Focus on AI**

- **DO NOT** provide vague discussions. If you rely on Google searches you will get vague discussions without substance or merit. Make use of academic articles/text books.

- Avoid an overuse of AI as source. It will affect your SA% and get you flagged.

- **End your discussion with reference to i.e. your selected company, what they are about and what you want to explore in relation to the discussion provided in the lit review.**

Key points to remember for this section

1. It is not a descriptive list.
2. It is not a book by book and article by article summary.
3. It is not a survey of every single thing that's ever been written about your topic.
4. It must be defined by a guiding concept i.e. RQ/Ha.
5. It must tell the reader what knowledge and ideas have been established and agreed on in this area and outline their strengths and weaknesses.

Because every study is different, I will give individual feedback as to what each of you might need more in your specific studies as you continue. These slides are just a general overview of what is expected of you

PARAPHRASING

KEEP IN MIND

4 R'S OF PARAPHRASING

REWORD: Can you replace any words with synonyms?

REARRANGE: Can you move some words or phrases around?

REALIZE: Some information (names, dates, titles, etc.) can't be changed.

RECHECK: Did you include the important information? Does it make sense?

1. Read the paragraph and find the **main idea and keypoints**. What is it about? Highlight it
2. Write down what each paragraph is about in your own words and **keep the facts, dates, names and other specific details**
3. Use synonyms **BUT** keep the meaning the same
4. Include an in-text citation (source reference) in the expected formatting style

Example… What does the following mean?????

It is stipulated by Jenz and Malamula (2016) that current day students at tertiary institutions require more personal engagement with their educators to enable them to comprehend content more sufficiently before being assessed via summative examinations.

What can we reword, rearrange, realize and recheck?

It is stipulated by Jenz and Malamula (2016) that current day students at tertiary institutions require more personal engagement with their educators to enable them to comprehend content more sufficiently before being assessed via summative examinations.

Jenz and Malamula (2016) state that today's students at universities and colleges need more personal attention from their lecturers to help them understand study content better before writing exams.

Realize

Reword

Reword

Jenz and Malamula (2016) states that today's students and

Reword

Reword

universities and colleges need more personal attention from their

Reword

Reword

lecturers to help them understand study content better before

Reword

writing exams.

Rearrange & Recheck

FORMATTING

in assignment writing

USE OF SYMBOLS IN-TEXT (2019-) **NO LONGER**

:	**in brackets** before page numbers	***p. or pp.***
&	**in brackets**	***and***
.	**FULL STOPS IN REFERENCE LIST**	

‘&’ not and : not p. or pp.

- In in-text referencing we now use the ampersand sign (&) between brackets and no longer the word **and**
- We also **NOW** use a colon (:) followed by a page number, and not a p. or pp.

According to Martin, Nakayama, Van Rheede van Oudtshoorn, and Schutte (2014:34-37) communication is a social science. It is also said communication can make you successful in business (Kok & Pike, 2012:34).

DON’T use URLs (www.apple.com) in in-text referencing. Refer to the author of the website article or a company as reference with the date *i.e.*

According to the Apple Corporation (2010)...

According to the IIE (2016)…

IN-TEXT REFERENCING WITH TWO AUTHORS

Authors part of sentence:

According to Jameson and Jenz (2013:3) tertiary education should be accessible to all.

Authors in brackets:

Tertiary education should be available to all (Jameson & Jenz, 2013:3).

IN-TEXT REFERENCING WITH THREE OR MORE AUTHORS – *et al.*

Authors part of sentence during first reference:

According to Jameson, Adams, Molefe and Jenz (2013:3) tertiary education should be accessible to all.

Authors in brackets during first reference:

Tertiary education should be available to all (Jameson, Adams, Molefe & Jenz, 2013:3).

Second reference onwards:

Jameson *et al.* (2013:3) also argue that students should work hard for their qualification.

It is also argued that students should work hard for the qualification (Jameson, *et al.*, 2013:3).

REFERENCE LIST

- **List all sources alphabetically from A to Z**
- **Do not only use URLs as source entry, provide a <u>full reference</u>**
- **Do not change authors around. Keep and list them exactly as they appear on the cover page of the text book or article**
- **DO NOT number the heading REFERENCE LIST**
- **DO NOT number each reference in the REFERENCE LIST**

Book with one author

Du Plooy, F. 2010. *Rules and expectations in relationships*. Claremont: Juta and Company Ltd.

Book with two authors

Du Plooy, F. and Adams, Z. 2011. *Rules of engagement*. Claremont: Juta and Company Ltd.

- **Place before publishers**
- **Attend to full stops and commas**
- **Left-align with no indentation**
- **Open line between each reference**

Book with three or more authors

Du Plooy-Cilliers, F., Davis, C. and Bezuidenhout, R. 2014. *Research matters*. Claremont: Juta and Company Ltd.

- **Place before publishers**
- **Attend to full stops and commas**
- **Left-align with no indentation**
- **Open line between each reference**

IIE Manual

IIE. 2016. Higher Certificate in Law. *LBHC5311 Law Practice Year 1*. The Independent Institute of Education: Unpublished.

Website

With author: Jones, D.M. 2010. Why people watch TV. [Online]. Available at: http://www.aber.ac.uk/media/Students/dzj9401.html [Accessed 19 June 2016].

Without author: Harvard Business School. 2010. Why people still read magazines. [Online]. Available at: http://www.aber.ac.uk/media/Students/dzj9401.html [Accessed 19 June 2016].

CONCEPTUALISATION

CONCEPTS AND CONSTRUCTS

1. A concept is an abstract idea that we give meaning to by defining it. It can have many different meanings, depending on how it is used i.e Love. Love is a concept that changes in meaning in different contexts. Love for a pet is not the same love as you have for a romantic partner which will be different from the love you have for chocolate.

CONCEPTUALISATION

CONCEPTS AND CONSTRUCTS

When we define a concept within context it becomes a construct i.e love for a pet will make us respond in specific ways such as caring for it, feeding it, take it to the vet etc. Pet is the context for this love

Love for chocolate will make us smell it, taste it and eat it often. Chocolate is the context for this kind of love.

DENOTATIVE + CONNOTATIVE

In defining the concept into a construct, the construct is further defined as **denotative** (dictionary meaning/real thing) or **connotative** (figuratively/associations)...

i.e. My **motor** is working
Denotatively = actual car
Connotatively = reference to one's heart

By linking one concept to other concepts (context) you are constructing/building a specific meaning that is relevant to i.e your study

DIMENSIONS & INDICATORS

When we try to make an abstract concept visible/measurable by attaching descriptors to it, these descriptors are called **indicators**

i.e. **Powerful man** (in business) = **CONCEPT**

Characteristics	Practical description of characteristics
• **Dimension -** Status –	**Indicators** = money, possessions
• **Dimension -** Title –	**Indicators** = degrees or position
• **Dimension -** Respect –	**Indicators** = value or opinion

If these dimensions and indicators are present we can safely assume that the man is defined as powerful in the business environment

Where do you find these dimensions and indicators within context? In articles and books that define the concept in context

DEFINE THE FOLLOWING CONCEPT IN CONTEXT

APPRECIATION:

- **Art (context)**
- **Human being (context)**

General dictionary meaning of appreciation

- Recognition of the good qualities of someone or something.
- A full understanding of a situation.

DEFINE THE FOLLOWING CONCEPTS IN CONTEXT

APPRECIATION:

Art (as context)

Art appreciation is the study and understanding of the visual arts, including painting, sculpture, architecture, and other forms of expression. It involves learning about the elements and principles of art, as well as the historical and cultural context in which works of art were created.

DEFINE THE FOLLOWING CONCEPTS IN CONTEXT

APPRECIATION:

Human being (as context)

Appreciation of a human being is characterised by interest, attention, devotion, and friendliness. Appreciation is a fundamental human need in both professional and private lives.

To be appreciated for what one is, what one does, and what one achieves. People all need to know that they're important in other people's lives.

EXAMPLES OF THE IMPORTANCE OF CONCEPTUALISING SPECIFICALLY

1. Digital tools: in this context digital tools are defined as tools used in the development, delivery and implementation of content related to adult training and education (Bell, Tannenbaum, Ford, Noe, & Kraiger, 2017).

Dictionary definition: Software, programs, applications, platforms, and (online or offline) resources that can be used with computers, mobile devices or other digital devices, and which incorporate text, audio and visual stimuli.

2. Webinars: in this context webinars are defined as web-based seminars where enrolled students and educators are connected live across the globe through shared virtual platforms and in which they interact in real time through voice over IP and web camera equipment (Gegenfurtner & Ebner, 2019).

Dictionary definition: a seminar conducted over the Internet

YOUR ASSIGNMENT

In your assignment you will be asked to conceptualise concepts relevant to your study

Choose +/- 4 concepts that represent the heart of your study and define them within context so they make sense. Thus, turning them into constructs that can be measured i.e

AI are used in thousands of ways for thousands of purposes BUT defining AI as a companion bot gives us a context where AI can be described and explained specifically as a companion bot. Not as an academic tool, not as an administrative tool, not as a writing tool…

If just a vague definition is given for AI it defeats the purpose of applying it to your study since it is too general and non-specific.

CHALLENGES RELATED TO INSUFFICIENT CONCEPTUALISATION

LANGUAGE

The fact that we speak the same language does NOT mean we are sharing the same Meaning

We therefore conceptualise within context to **make sure the reader has the same understanding of the concept as we (the researcher) have**

LINGUISTIC RELATIVITY

It is the principle that states that grammatical structure of a language shapes the ways in which speakers interpret their worlds

The meanings we create through our language cannot be translated in exactly the same way into another language i.e. flusspferd = river horse = hippopothamus

Purple #A32CC4	Mauve #7A4988	Violet #710193	Boysenberry #630436
Lavender #E39FF6	Plum #601A35	Magenta #A1045A	Lilac #B65FCF
Grape #663046	Periwinkle #BE93D4	Sangria #4D0F28	Eggplant #311432
Jam #67032F	Iris #9867C5	Heather #9E7BB5	Amethyst #A45EE5
Rasin #290916	Orchid #AF69EF	Mulberry #4C0121	Wine #2C041C

SHADES OF PURPLE COLOR

NATURAL AND SCIENTIFIC LANGUAGE

In natural sciences, researchers will develop concepts and constructs to explain a phenomenon i.e. entropy which is about disintegration and negative entropy = balance by preventing disintegration

We use this concept in social sciences as well to explain relationships or communication engagements etc.

MEANING

We use language and symbols to represent what we mean but the words fantastic or huge will not mean the same thing to every person

Nobody ascribes the exact same meaning to a concept which is WHY you need to explain/define/describe each concept in the context of your study

TRADITIONS IN CONCEPTUALISATION

CONCEPTUALISATION in the Ontological tradition (reality)

Emphasises concepts that identify aspects of the social world and how people experience reality i.e. the concept ***institution*** can be described as a relational institution (marriage), regulative institution (government), cultural institution (museum)

You describe your reality within your study so there is sharing of meaning

TRADITIONS IN CONCEPTUALISATION

CONCEPTUALISATION in the Operationalising tradition

When we want to measure concepts, we turn them into empirical (observable/measureable) constructs that can be easily measured i.e love for a pet means we take care of it through certain operational actions. If we perform these actions of caring such as (1) feed it, (2) take it for a walk, (3) take it to the vet, (4) make sure it is warm and comfortable etc. we can tick these measurable action boxes and conclude that we **love this pet**

TRADITIONS IN CONCEPTUALISATION

REMEMBER……

Two people can use the same concept i.e **LOVE**, operationalise it differently through using different applications of LOVE, and therefore change the meaning in totality i.e LOVE for a pet versus LOVE for a romantic partner.

How you operationalise a concept depends on the purpose/aim of your study and the paradigm selected

i.e Courage in a romantic relationship looks different from courage during a war situation. Same emotion but in different contexts it will be defined differently

TRADITIONS IN CONCEPTUALISATION

CONCEPTUALISATION in the hermeneutic tradition

The look for meaning of concepts in everyday language and life of people under investigation

i.e. instead of reading an article on the meaning of depression you will rather observe people with depression to identify what it looks like

It is about becoming immersed in the world of the participants to see how the concepts can be defined instead of just literature

SELECT 2 (of 4) CONCEPTS APPLICABLE TO YOUR STUDY AND DEFINE IN CONTEXT

SAMPLING

THE POPULATION

1. This is the total group of people/videos/articles from whom information is required and who share population parameters (characteristics)

2. You need to go back to your RQ, Ha and research problem to determine who or what would help you to get the answers you need from the CORRECT population

SAMPLING

THE POPULATION

Often the population is widespread and it is NOT possible to include all of them in the research i.e all ABSA banks or all scholars in high schools

Target population – everything or everyone that falls into the population BUT.....

Accessible population – refers ONLY to a section of the population to whom you have access for your study

SAMPLING

UNIT OF ANALYSIS

The what or whom being studied. It is the focus participants that will actually participate in your study i.e not all scholars in Gauteng, but Gr 10 boys for example. Not all employees at all ABSA branches but business consultants specifically working at ABSA branches in Gauteng etc.

Units of analysis are mostly clearly specified individuals as explained above or maybe clearly specified groups (BCAD 3rd year VC students).

But units can also be behavioural traits or social artefacts such as videos or paintings or books etc.

SAMPLING

POPULATION PARAMETERS

These are the characteristics of your participants that make them eligible to be part of your study.

The population you choose for your study should **share characteristics that relate to the research question** i.e How many young adult viewers of the Breakfast show on Channel 502 perceive news covered by this show to be either good or bad?

1. The participants of this study should definitely watch the Breakfast show on Channel 502 to be considered
2. The participants should be young adults

POPULATION PARAMETERS

Very important is the EXACT characteristics of your population

The sample of participants MUST have the same characteristics

SAMPLING

TARGET AND ACCESSIBLE POPULATIONS

The target population will be every person meeting the population parameters.

The accessible population will be a section of the target population that can be included in the study

Example…

Target population = ALL business consultants working for ABSA in South Africa and in Namibia.

Accessible population = Business consultants working for ABSA in Gauteng

Who/what are the **accessible populations** from which you will draw a sample?:

Are mainstream newspapers in Gauteng more objective in their reporting of the political clashes between the ANC and the EFF than mainstream newspapers in KZN?

Are mainstream newspapers in Gauteng more objective in their frontpage stories of the political clashes between the ANC and the EFF than mainstream newspapers in KZN?

Are visitors to the Kruger National Park happy with the services delivered by restaurant staff?

Are visitors to the Kruger National Park happy with the services delivered by the restaurant staff in the Skukuza camp?

SAMPLING

SAMPLING

- A sample is a small part of the accessible population that is **REPRESENTATIVE (parameters)** of the population
- A representative sample shares the characteristics of the target and accessible population

SAMPLING

Difference between quantitative (positivist) and qualitative (interpretivist)

- sampling size (quantitative and qualitative)
- Generalisations (quantitative and qualitative)

SAMPLING (quantitative)

- We will be able to predict the possible opinions of all the other people in the population that were not included

- The extent to which we can generalise findings to the rest of the population can be measured using a calculation to determine a **sampling error. Should not be more than 5%**

- This is an indication of how confident we are that the sample will represent the target population. A good sampling size can be 20% or more of the population

SAMPLING

Key point summary:

- A sample is a subset of the accessible population
- The sample frame is the units of analysis included in the accessible population (representative of the target population)
- The final sample must have the same relevant characteristics (parameters) as the population in order to be considered representative

TYPES AND METHODS OF SAMPLING

PROBABILITY SAMPLING (positivist)

Refers to whether or not each unit (each individual or each bank branch or each scholar) REPRESENTATIVE of the population parameters has an equal opportunity to be part of the sample

NON-PROBABILITY SAMPLING (interpretivist)

Used when it is impossible to determine who the entire population is or when it is difficult to get access to them

PROBABILITY & NON-PROBABILITY SAMPLING

A core characteristic of **non-probability sampling** techniques is that samples are selected based on the **subjective judgement** of the researcher, rather than random selection

In ALL instances your sampling method selected should be aimed at reducing the influence of bias

PROBABILITY SAMPLES

SIMPLE RANDOM SAMPLING

A **simple random sample** is a subset of a statistical population in which each member of the subset has an equal probability of being chosen ***i.e. Drawing names from a hat***

SYSTEMATIC SAMPLING

Type of probability **sampling** method in which **sample** members from a larger population are selected according to a random starting point and a fixed periodic interval. This interval, called the **sampling** interval, is calculated by dividing the population size by the desired **sample** size ***i.e. Class list***.

STRATIFIED SAMPLING

With **stratified sampling**, the researcher divides the population into separate groups (Stratum), called strata. Then, a probability **sample** (often a simple random **sample**) is drawn from each group.

i.e. Dividing people into racial/gender/age groups and selecting representative samples from that - similar to ratio of statistics i.e White 3%, Indian 2%, Black 76%

Also see cluster sampling on pages 157-158 for examination purposes

NON-PROBABILITY SAMPLES

ACCIDENTAL SAMPLING

No sample frame. Accidental sampling (sometimes known as grab, **convenience sampling** or opportunity **sampling**) is a type of non-probability **sampling** that involves the **sample** being drawn from that part of the population that is close to hand ***i.e. Shoppers in a mall walking by***

CONVENIENCE SAMPLING NB!!!

Mostly used in pre-testing. One of the main types of non-probability **sampling** methods. A **convenience sample** is made up of people who are easy to reach. Consider the following example. A pollster interviews shoppers at a local mall.

PURPOSIVE SAMPLING

Purposive sampling, also known as judgmental, selective or subjective **sampling**, is a type of non-probability **sampling** technique. We look at our population and RQ and determine what characteristics (parameters) from the population are important for the research. ***i.e. 3rd year female students that are into mascara and lipstick and buy it often***

SNOWBALL SAMPLING

Snowball sampling is a non-probability **sampling** technique where existing study subjects recruit future subjects from among their acquaintances ***i.e. Asking a 3rd year female student who is into make-up to get 10 more female students that share her interests***

QUOTA SAMPLING

Similar to stratified sampling (just for qualitative research). Divide group into two groups and do interviews/focus group interviews with each group with the same interview schedule

Also see volunteer sampling on page 161 for examination purposes. Review types of purposive sampling in Table 11.1 on pages 162-163

Prof. du Plessis recently conducted research which focused on exploring the eating habits of 20 000 South African public university students. He had access to students in the Wits, UP and UJ canteens who represent about 20% (4 000 students) of the target population to determine the nutritional value of the food being consumed during mealtimes. He wants to select 30% of accessible students meeting the parameters to participate in the study.

His main interest was to learn what food choices students make and to understand why they make those choices.

Ultimately, Prof. du Plessis suspects that his research will show that if students are given nutritional educational programs, then any current or potential problems in eating habits will be prevented.

Target and accessible populations?
Sampling method? Why? How?
Sample size? (1200)

ICE 3

Read Article 1 uploaded for you in the Class Activities folder and identify the following:

1. The paradigm in this article. Examples?
2. The problem statement for this article
3. Target population
4. Accessible population and sample
5. Population parameters
6. Unit of analysis
7. Sampling method used