Educational level and laptop ownership

1. Educational level is another factor which seems to have an impact on laptop ownership. An increasing body of research suggests that laptop ownership increases with increasing level of education (Buyukbayrak et al., 2017; Nazir, 2016). This was identified in several population based cross-sectional studies conducted quantitatively using large sample size in Pakistan and Iran to explore the relationship educational levels and laptop ownership. These studies indicate that people with higher levels of education are likely to own laptops.

Household wealth and laptop ownership- *Write as done for education*

a. What regression analysis is shown in the table? Briefly explain your answer

Binary logistic regression analysis. Because the dependent variable which is laptop ownership has a dichotomous response.

b. Write a simple report to explain the output shown on the table

Evidence from the regression model suggest a statistically significant association between educational level and laptop ownership. People with secondary or higher education are approximately 4 times more likely to own a laptop as compared people with no education ($p = 0.010$).

Similarly, the results of the analysis revealed a statistically significant relationship between household wealth and laptop ownership. People from rich households are about 3 times more likely to own laptops compared to people from poor households ($p = 0.031$).

c. Explain the value of Nagelkerke R^2

The Nagelkerke R^2 values of 35.2% show that the predictive variables are predicting 35.2% of the variation in the dependent variable which is laptop ownership. Therefore, 64.8% of the variation in the dependent variable is explained by other factors which are not in the model.

d. Identify two software you can use to run such analysis

SPSS, STATA, R etc.

RC means reference category.

Complete the table on philosophy underpinning researches.

	Positivism	**Interpretivism**	**Critical Realism**	**Pragmatism**
Ontology	Real, external, independent, true (objective) reality	Complex, rich, socially constructed, multiple meanings and interpretations	Objective, external and independent but not directly accessible through our observation.	Complex, rich, external reality, experiences and practices.
Epistemology	Acceptable knowledge is based scientific method, observable and measurable facts	Focus on narratives, stories, perceptions and interpretations and new understandings	Knowledge is historically situated. Facts are social constructions. Historical causal explanation as contribution.	Either subjective or objective meanings can provide facts to a research question; focus on practical application to issues
Axiology	Value-free research	Value-bound research	Value-laden research	Value-data driven research.
Approach	More Quantitative	More Qualitative	Approach depends on the research questions.	Uses both qualitative and Quantitative approaches
Method	Mono-method	Mixed or multiple methods	Method to use is based on the research problem.	Mixed or multiple methods