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**RESEARCH METHODS  
IN PSYCHOLOGY**

*By: Sumandeep Kaur*

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# QUESTION PAPER

(June – 2019)

(Solved)

## RESEARCH METHODS IN PSYCHOLOGY

Time: 2 Hours ]

[ Maximum Marks: 50

Note: All sections are compulsory.

### SECTION-A

Answer the following questions:

**Q. 1. Explain the steps in research process highlighting their importance.**

**Ans. Ref.:** See Chapter-3, Page No. 20, 'Research Process'.

**Q. 2. What is 'review of literature'? Discuss its various sources.**

**Ans. Ref.:** See Chapter-14, Page No. 122, 'Purposes of Review of Literature', Page No. 123, 'Sources of the Review of Literature'.

**Q. 3. Describe the major types of psychological tests.**

**Ans. Ref.:** See Chapter-2, Page No. 14, 'Types of Psychological Test'.

**Q. 4. Discuss control group design and two-factor design.**

**Ans. Ref.:** See Chapter-6, Page No. 41, 'Control Group Design', 'Types of Control Group Design' and Page No. 42, 'Two-Factor Design'.

### Section-B

Answer the following questions:

**Q. 5. Define Hypothesis and describe its characteristics.**

**Ans. Ref.:** See Chapter-1, Page No. 5, 'Hypothesis'.

**Q. 6. Discuss the advantages and disadvantages of single subject design.**

**Ans. Ref.:** See Chapter-8, Page No. 63, 'Advantages of Single Subject Design' and 'Disadvantages of Single Subject Design'.

**Q. 7. Describe the method of observation. Discuss the problems and ethical issues in observation.**

**Ans. Ref.:** See Chapter-9, Page No. 67, 'Introduction' and Page No. 68, 'Problems of Observation' and 'Ethical Issues in Observation'.

**Q. 8. Delineate the various steps involved in designing case study.**

**Ans. Ref.:** See Chapter-12, Page No. 103, 'Designing Case Study'.

**Q. 9. What is an 'Abstract'? Explain its characteristic features.**

**Ans. Ref.:** See Chapter-13, Page No. 112, 'Abstract'.

### Section-C

Write short notes on the following:

**Q. 10. Extraneous variables.**

**Ans. Ref.:** See Chapter-1, Page No. 7, 'Extraneous and Confounded Variables'.

**Q. 11. Summarising and paraphrasing.**

**Ans. Ref.:** See Chapter-17, Page No. 152, 'A Process for Paraphrasing and Summarizing'.

**Q. 12. Survey research designs.**

**Ans. Ref.:** See Chapter-7, Page No. 50, 'Survey Research Designs'.

■ ■

# QUESTION PAPER

(June - 2018)

(Solved)

## RESEARCH METHODS IN PSYCHOLOGY

Time: 2 Hours ]

[ Maximum Marks: 50

Note: All sections are compulsory.

### SECTION-A

Answer the following questions:

**Q. 1. Discuss in detail the different types of interviewing methodology in data collection.**

**Ans. Ref.:** See Chapter-10, Page No. 75, 'Types of Interviews'.

**Q. 2. What are the various types of questionnaires? Discuss the Do's and Dont's in designing questionnaires.**

**Ans. Ref.:** See Chapter-11, Page No. 89, 'Types of Questionnaires' and Page No. 91, 'Do's and Don'ts in Designing Questionnaires'.

**Q. 3. Discuss the significance of writing conclusions. Describe the strategies for writing an effective conclusion.**

**Ans. Ref.:** See Chapter-17, Page No. 153, 'Writing Conclusions' and 'Strategies for Writing an Effective Conclusion' and Page No. 157, Q. No. 17.

**Q. 4. Elaborate the process of writing a literature review.**

**Ans. Ref.:** See Chapter-14, Page No. 124, 'Writing Process of the Review of Literature'.

### SECTION - B

Answer the following questions:

**Q. 5. Discuss the nature, characteristics and importance of a scientific research problem.**

**Ans. Ref.:** See Chapter-1, Page No. 4, 'Problem'.

**Q. 6. What are the different types of Psychological tests?**

**Ans. Ref.:** See Chapter-2, Page No. 14, 'Types of Psychological Test'.

**Q. 7. Explain the different types of rating scales. Describe the shortcomings of rating scales.**

**Ans. Ref.:** See Chapter-9, Page No. 71, 'Rating Scales' and 'Shortcomings of Rating Scales'.

**Q. 8. Citing suitable example, discuss the process of writing references in a research report.**

**Ans. Ref.:** See Chapter-18, Page No. 161, 'A Reference List (The Format)' and 'References (Process of Writing)'.

**Q. 9. Describe the various characteristics of observation.**

**Ans. Ref.:** See Chapter-9, Page No. 68, 'Characteristics of Observation'.

### SECTION - C

Write short notes on the following:

**Q. 10. Advantages and Disadvantages of experiment**

**Ans. Ref.:** See Chapter-2, Page No. 12, 'Advantages and Disadvantages of Experiment'.

**Q. 11. Criteria of research design**

**Ans. Ref.:** See Chapter-5, Page No. 36, 'Criteria of Research Design'.

**Q. 12. Hypothesis**

**Ans. Ref.:** See Chapter-1, Page No. 5, 'Hypothesis'.



# Sample Preview of The Chapter

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# RESEARCH METHODS IN PSYCHOLOGY

## INTRODUCTION TO RESEARCH IN PSYCHOLOGY

### Introduction to Psychological Research—Objectives and Goals, Problems, Hypothesis and Variables



#### INTRODUCTION

Research psychology encompasses the study of behaviour for use in academic settings, and contains numerous areas. Research in psychology is conducted in broad accord with the standards of the scientific method, encompassing both qualitative method and quantitative method. Research psychology is contrasted with applied psychology. The primary purpose of basic research is documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge.

So, in this chapter we will be starting with the term psychological research. The psychologists use various principles and practices of scientific methods to solve the problems. Therefore, we will study about the nature of psychological research, process of psychological research within the context of discovery and context of justification.

Finally, in this chapter we will also be dealing with the goals, objectives and characteristics of psychological research and also the term problem, hypothesis and its nature, importance and characteristics and also the term variables and its classification.

#### CHAPTER AT A GLANCE

##### NATURE OF PSYCHOLOGICAL RESEARCH

It contains the areas of abnormal psychology, biological psychology, cognitive psychology,

comparative psychology, developmental psychology, personality psychology, social psychology and others. All branches of psychology can have a research component to them. Research psychology is contrasted with applied psychology.

There are two researches in psychology i.e., empirical and theoretical which are taking place in many fields such as the concept learning, motivation, memory etc. Psychological research is also conducted in broad accord with the standards of the scientific method, encompassing both qualitative ethological and quantitative statistical modalities to generate and evaluate explanatory hypotheses with regard to psychological phenomena.

Empirical investigation requires the scientific method to observe, measure and experiment in any field. Qualitative psychological research utilizes a broad spectrum of observational methods, including action research, exploratory statistics, structured interviews, and participant observation, to enable the gathering of rich information unattainable by classical experimentation.

Therefore there are two types of psychological research which are explained below:

1. Context of discovery
2. Context of justification

##### CONTEXT OF DISCOVERY

Context of discovery refers to an early phase in a research setting where a new or different way of thinking about a subject of study or research is introduced. An example of this could be when a researcher presents a new hypothesis regarding a known phenomenon.

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**Role of Theories, Hypotheses and Paradigms in Psychological Researches**

The first step of a psychological investigation is to identify an area of interest and develop a hypothesis that can then be tested. While a hypothesis is often described as a guess, it is actually much more specific. A hypothesis can be defined as an educated guess about the relationship between two or more variables.

The various psychological theories assisted in understanding how mind, brain and behaviour are related with each other. For example, a researcher might be interested in the relationship between study habits and test anxiety. They would then propose a hypothesis about how these two variables are related, such as “Test anxiety decreases as a result of effective study habits.”

Learning theories tend to fall into one of several perspectives or paradigms, including behaviourism, cognitivism, constructivism and others. Then came the matter of Ordeal of proof in which hypothesis and paradigm makes a difference in science.

In order to form a hypothesis, you must start by collecting as many observations about something as you can. Next, it is important to evaluate these observations and look for possible causes of the problem. Create a list of possible explanations that you might want to explore. After you have developed some possible hypotheses, it is important to think of ways that you could confirm or disprove each hypothesis through experimentation. In the scientific method, falsifiability is an important part of any valid hypothesis. This does not mean that the hypothesis is false; instead, it suggests that if the hypothesis were false, researchers could demonstrate this falsehood.

**Research Biases**

Cognitive biases are tendencies to think in certain ways. Cognitive biases can lead to systematic deviations from a standard of rationality or good judgement and are often studied in psychology and behavioural economics.

Although the reality of these biases is confirmed by replicable research, there are often controversies about how to classify these biases or how to explain them. Some are effects of information-processing rules, called heuristics, that the brain uses to produce decisions or judgements. Such effects are called cognitive biases. Biases in judgement or decision-making can also result from motivation, such as when beliefs are distorted by wishful thinking. Some biases have a variety of cognitive (“cold”) or motivational (“hot”) explanations. Both effects can be present at the same time.

There are also controversies as to whether some of these biases count as truly irrational or whether they result in useful attitudes or behaviour. For example, when getting to know others, people tend to ask leading questions which seem biased towards confirming their assumptions about the person. This kind of confirmation bias has been argued to be an example of social skill: A way to establish a connection with the other person.

The research on these biases overwhelmingly involves human subjects. However, some of the findings have appeared in non-human animals as well.

**CONTEXT OF JUSTIFICATION**

Whatever the concrete process of justification may consist of, it presupposes that there is something that has to be justified. Therefore, before the process of justification can begin, the thing to be justified has to be somehow present. Now, it is plausible that in science, anything that is in need of a justification has to be discovered; it is not simply given. At least, this approach is plausible if “discovery” is understood in a wide sense that includes “invention”. Claims in science that are in need of justification typically comprise new hypotheses, new theories, new models with certain properties, new classifications, new forms of representation, or new phenomena.

**Scientific Attitudes and Values**

The research into how students’ attitudes affect their learning of science related subjects has been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behaviour, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and has much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students.

**Objectivity Safeguards**

Objectivity in social research is the principle drawn from positivism that, as far as is possible, researchers should remain distanced from what they study so findings depend on the nature of what was studied rather than on the personality, beliefs and values of the researcher. It consists of: procedural safeguards, standardization, operationalization and avoiding of bias.

INTRODUCTION TO PSYCHOLOGICAL RESEARCH—OBJECTIVES AND GOALS, PROBLEMS, HYPOTHESIS AND VARIABLES / 3

Procedural safeguards include the right to participate in all meetings, to examine all educational records, and to obtain an Independent Educational Evaluation (IEE) of the child. Parents have the right to written notice when the school proposes to change or refuses to change the identification, evaluation or placement of a child. Standardization is related with the consistency and objectivity of how tests are administered and scored. In order to compare one person to another on a test, it is important that they take the test under the same conditions and the same scoring procedure is applied to both.

Operationalization is a process of defining the measurement of a phenomenon that is not directly measurable, though its existence is indicated by other phenomena. It is the process of defining a fuzzy concept so as to make the theoretical concept clearly distinguishable and to understand it in terms of empirical observations.

The first step in the process is to identify a problem or develop a research question. The research problem may be something the agency identifies as a problem, some knowledge or information that is needed by the agency, or the desire to identify a recreation trend nationally. In the example in table below, the problem that the agency has identified is childhood obesity, which is a local problem and concern within the community. This serves as the focus of the study.

### CHARACTERISTICS OF PSYCHOLOGICAL RESEARCH

The characteristics of psychological research must possess a good theoretical framework, standardized procedures, generalization, and an objective measurement. In this research the experimental methods are also widely used. The nature of psychological research remains method oriented by converting the facts of psychology into the quantitative form.

A good theoretical framework illustrates a researcher's ideas about interrelated concepts. Standardized procedures insure that each time the experiment is conducted it is done so in the exact same way every time. Generalization refers to the idea that the outcome of the experiment must apply to the population as a whole. Objective measurement refers to measurements which are both reliable and valid.

### GOALS AND OBJECTIVES OF PSYCHOLOGICAL RESEARCH

The goals and objectives of psychological research is that each and every research study is different and

also follows the different patterns. Psychology is the scientific study of the mind and behaviour. The goals are also concerned with learning that how it works with the physical world.

The goal of psychology is simply to describe behaviour, control behaviour, explain behaviour and predict the behaviour. The basic logic of hypothesis testing is to prove or disprove the research question.

#### **Description: What is Happening?**

Firstly, the step involves the description which involves the observation of behaviour and understanding that what is happening. The goal of studying human behaviour is to learn the motives for everything we do, in order to further understand ourselves and each other better. For example, it involves each and everything like what is happening, where it happens, to whom it happens, and under what circumstances it happens.

#### **Explanation: What is Happening?**

Secondly, the explanation of the behaviour of the psychologists plays a very important step in the formation of the theories which is basically a general explanation of a set of facts and observations.

The explanation basically provides us with the observation and also helps in building the theories. This is basically the goal of explaining and describing the behaviour.

#### **Prediction: When will it Happen Again?**

Thirdly, the point prediction is basically helps in the determination of the future that what will happen. It predicts the changes or modifying the behaviour for the future. This is what known as the prediction of the behaviour.

For example: the psychologists would predict that this little girl will probably continue to do poorly in her school work and may never to be able to reach her full learning potential. So therefore, something would be predicted to change this predicted.

#### **Control: How can it be Change?**

Last but not the least comes the controlling of the behaviour of the psychologists is that the it helps in modifying the behaviour which in the past is somewhat controversial. The goal for controlling is to change the behaviour from an undesirable one to the desirable one. It also involves the application that is improving the quality of life.

#### **Application**

**Improving the Quality of Life:** Improving the quality of life is the general well-being of individuals and societies. Quality of life should not be confused

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with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging.

Basically the psychological research is conducted to solve the various problems faced by the society at different levels. This psychological application helps in solving various problems such as in a classroom in a school, in a hospital, or in an industry.

Therefore, in this point all the psychologists investigations do not try all the five goals, the main focus is on the description and prediction and some also are interested in the description and explanation as because in the case with experimental the psychologists basically design research which helps in finding the explanations for the observed behaviour. So this is how the quality of life gets improved.

#### PROBLEM

##### Nature and Meaning

A research problem is a difficulty or a complexity that a researcher experiences during a research period. It is also a statement about an area of concern, a condition to be improved, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation.

According to Townsend (1953) "A problem is a question proposed for solution."

According to Kerlinger (1964) "A problem is interrogative sentence of statement that asks: what relations exist between two or more variables."

##### Characteristics of a Scientific Problem

1. A research problem statement is written clearly and unambiguously. It is also concise description of a problem or challenge that does not currently have an adequate solution available, therefore making it worthy of research. It is written in a question form that is what is the relationship between IQ and classroom achievement?

2. The scientific problem is the kind of problem which allows the investigator to manipulate two or more variables. It is also a relationship between two or more variables. After identifying the problem, one must articulate it in such a way that is carefully phrased and represents the single goal of the total research effort.

##### Ways in which a Problem is Manifested

The ways in which the problem is manifested is that there is some problem which we do not know it

really. So therefore there are three reasons which are as follows:

1. **Gap in knowledge:** Gap in knowledge is a way of looking the noticeable gap or absence of information. It is also used to fill the necessary data or information in the noticeable gap for filling the gap in knowledge. This is known as the gap in knowledge by which the problem is manifested.
2. **Contradictory results:** The second way is the contradictory result in which there are many no. of investigations done which are not reliable, so therefore sometimes it is contradictory, and a problem is manifested to find out the new result and settle that controversy.
3. **Explaining a fact:** Lastly way in which the problem is manifested is that we become aware of a problem and we ask ourselves when we are in a possession of fact. This is how explaining a fact in any field are found which are in unexplained information by which the problem is manifested.

##### Identifying a Research Problem

The prospective researcher should think on what caused the need to do the research (problem identification). The question that he/she should ask is: Are there questions about this problem to which answers have not been found up to the present?

Research originates from a need that arises. All clear distinction between the problem and the purpose should be made. The problem is the aspect the researcher worries about, thinks about and wants to find a solution for. The purpose is to solve the problem, i.e., find answers to the question (s). If there is no clear problem formulation, the purpose and methods are meaningless.

Keep the following in mind:

- Outline the general context of the problem area.
- Highlight key theories, concepts and ideas current in this area.
- What appear to be some of the underlying assumptions of this area?
- Why are these issues identified important?
- What needs to be solved?
- Read round the area (subject) to get to know the background and to identify unanswered questions or controversies, and/or to identify the most significant issues for further exploration.

##### Considerations in Selecting a Research Problem

1. The problem should be such in which the researcher may be deeply interested.