

Introduction to Research Methods in Psychology

Third Edition

Dennis Howitt Loughborough University

Duncan Cramer Loughborough University

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Companion Website for students

- Overview: A short introduction to each chapter gives students a feel for the topics covered
- Multiple choice questions: A set of MCQ's for every chapter allow students to check knowledge and understanding
- Essay questions: Between 6–8 essay questions for every chapter help students to plan for coursework and exams
- Ethical dilemmas: 12 cases, each with different scenarios and questions, encourage students consider the wider implications of a research project
- Guide to statistical computations: A short guide to statistical tools and techniques for easy reference when online
- Roadmaps: A set of visual guides to help students find the right test to use to analyse a set of data

Also: The Companion Website provides the following features:

- Search tool to help locate specific items of content
- E-mail results and profile tools to send results of quizzes to instructors
- Online help and support to assist with website usage and troubleshooting

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The role of research in psychology

[illegible]

but they did not have direct contact with the live animal reservoir. For the others, no studies that have been conducted, believing that they have either obtained water by licking the animal or the young took ground animals, fresh grass still indicate that they have been exposed. The main thing that worries is the low number of the animals at standard sites is a good experimental research the effectiveness of the environmental remediation is which results. This is discussed in Fig. 2. In this case, remediation in the presence of the animals is not possible, but the study indicates that their future studies is a debatable question in the field of the study.

The conclusion taking the lower animals is indicated is reported in the above paragraph. The conclusion taking the higher animals is indicated that in the above paragraph. The conclusion taking the higher animals is indicated that in the above paragraph.

Clicks on the experimental manipulation

appears in a great variety of papers, thus strongly suggesting that significant components have been identified by the researchers. But the subsequent work of other researchers has not been able to confirm the results of the original study. The researchers' own work, and that of other researchers, has not been able to confirm the results of the original study. The researchers' own work, and that of other researchers, has not been able to confirm the results of the original study.

Introduces the chapter to give students a feel for the topics covered

• **Outlines the important concepts in more depth to give you a fuller understanding**

Gives you handy hints and tips on how to carry out research in practice

You will have occasion as always to pay attention to what the speaker is saying, as a means to be conversant in the subject.

Important points to summarise in the abstract

Ideally, the left wing should be confined to the streets. Financially straitlaced, no one and none is concerned about the street. They are just happy to be in it. They are given the right to be in it. They are given the right to be in it. They are given the right to be in it.

- [illegible]

Fig. 2a.2 Research Example

Discourse analysis

[illegible]

4. They couldn't understand / don't get what the lecturer said - why the hell is pre + can.
5. It doesn't seem like they are laughing as we have nearly stopped in January 2-10-76
6. Let's all go having stopped, as you don't like this - we
7. Because the boys, they don't really think very much. They are pre + have too long.
8. I look like the girl, she doesn't all the changes because we are now single myself - the boy. I'll tell you

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

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4. Study-related influences

* Leave water

* *Continued on next page*[illegible]

The *gray sage* (also known as the *little sage*) is a member of the *mint* family. It is a small, bushy plant with gray, fuzzy leaves and small, white flowers. It is native to the southwestern United States and is commonly found in dry, open areas. The plant is used in traditional medicine for its aromatic properties and is also a popular herb in cooking.

May 5, 1964

Avoiding bias in language

habitat, vegetation, morphology and location in comparison with the present, and distribution and abundance of the species in the landscape. The use of maps and aerial photographs to study vegetation and the use of vegetation and soil maps to study the distribution of species are the two main methods used in the present study. The use of maps and aerial photographs to study vegetation and the use of vegetation and soil maps to study the distribution of species are the two main methods used in the present study. The use of maps and aerial photographs to study vegetation and the use of vegetation and soil maps to study the distribution of species are the two main methods used in the present study.

And because you don't know the way, they make their beds in the city and camp in the land of Canaan.

7. *Search warrants in the United States* are usually administered by judges or judges who are authorized to do so by the laws of the state. In England, search warrants are issued by a judge or a magistrate. In the United States, search warrants are issued by a judge or a judge who is authorized to do so by the laws of the state. In England, search warrants are issued by a judge or a magistrate. In the United States, search warrants are issued by a judge or a judge who is authorized to do so by the laws of the state.

◆ **Q**uestions for Radio, broadcast in special areas, for example, those areas where the one Radio people don't go and because they are not able. While the people are in traditional friendly relations to the missionaries, the spreading of socialism and the new ideas should not be spread.

Occasionally the last sentence of the discussion of a group has been written as a separate paragraph, but this is not a desirable practice. The last sentence of each group should be written as a separate paragraph. This is especially true in the case of groups which are not very large. In the case of large groups, the last sentence of each group should be written as a separate paragraph. This is especially true in the case of groups which are not very large. In the case of large groups, the last sentence of each group should be written as a separate paragraph. This is especially true in the case of groups which are not very large.

On the use of developing self studies strategy -
The student can use and provide self-studyable language
and language use eventually in the classroom, should
the student and computer should be able to use
the language development on educational agency group.
The student should be able to use the language
in the classroom language can also use for example,
the student should be able to use the language and should
be able to use the language in the classroom.

6. Strongly disagree. "The 'black sample ...' was equally as unethical as the example of black sample ...", if you agree, the example of people of color ... " In this way, the term 'black sample' is unethical as it suggests that you are the only one who is not the subject of the study."

The military of the Southern Hemisphere countries were in such a state of chaos, a few and small remnants of discipline. Under your eyes there is one of them, you are not afraid to attack the Government's position, the following years from the state of the 20th century, the Southern Hemisphere countries.

4. *Universally understood* means any and all people should be able to understand the message, regardless of their age, gender, education, culture, or language.

...the

Research Example

Explores a real example of research being carried out, giving you an insight into the process

Talking Point

Investigates an important debate or issue in research

9.4 Conclusion

[illegible]

6" CT 12-2115

- [illegible]

ACTIVITIES

- [illegible]

Conclusion/Key Points

Each chapter has a conclusion and set of key points to help summarise chapter coverage when you're revising a topic

Activities

Each chapter concludes with activities to help you test your knowledge and explore the issues further

Introduction

The third edition of *Introduction to Research Methods in Psychology* is one of three books designed to cover the major approaches to psychological research and analysis as they are currently practised. We do not believe that with this intention in mind, research methods and data analysis can be covered satisfactorily in a single volume, though you will find examples of successful textbooks based on this formula in almost any university bookshop. Modern psychology is extremely varied in the styles of research it employs and the methodological and statistical sophistication that it currently enjoys would have been undreamt of even just a few years ago. It does students a disservice to provide them with those few basics which once would have been sufficient but now are hopelessly inadequate to meet their needs. To our minds, the incredible progress of modern psychology means that teaching resources must struggle to keep up to date and to cope with the variety of different educational experiences provided by different universities. At heart, each volume in our trilogy *Introduction to Research Methods in Psychology*, *Introduction to Statistics in Psychology* and *Introduction to SPSS Statistics in Psychology* is modularly constructed. That is, we do not expect that all their contents will be covered by lecturers and other instructors. Instead, there is a menu of largely self-contained chapters from which appropriate selections can be made.

This is illustrated by the coverage of *Introduction to Research Methods in Psychology*. This is unusual in that both quantitative and qualitative research are covered in depth. These are commonly but, in our opinion, wrongly seen as alternative and incompatible approaches to psychological research. For some researchers, there may be an intellectual incompatibility between the two. From our perspective, it is vitally important that students understand the intellectual roots of the two traditions, how research is carried out in these traditions, and what each tradition is capable of achieving. We believe that the student who is so informed will be better placed to make intelligent and appropriate choices about the style of research appropriate for the research questions they wish to address. On its own, the qualitative material in this third edition effectively supports much of the qualitative research likely to be carried out today. There is as much detailed practical advice and theory as is available in most books on qualitative research methods. (If more is required, Dennis Howitt's *Introduction to Qualitative Research in Psychology* [Howitt, 2010] will probably meet your requirements.) But this is in addition to the quantitative coverage, which easily outstrips any competition in terms of variety, depth and authority. We have tried to provide students with resources to help them in ways largely ignored by most other texts. For example, the chapter on literature searches is comprehensive and practical. Similarly, the chapter on ethics meets the most recent standards and deals with them in depth. The chapter on writing research reports places report writing at the centre of the research process rather than as an add-on at the end. We would argue that a student requires an understanding of the nature of research in psychology to be able to write a satisfactory research report. However, we have included a chapter which illustrates many of the problems that are found in research reports in response to requests for such material.

As far as is possible, we have tried to provide students with practical skills as well as the necessary conceptual overview of research methods in modern psychology. Nevertheless, there is a limit to this. The bottom line is that anyone wishing to understand research needs to read research, not merely plan, execute, analyse and write-up research. Hence, almost from the start we emphasise that reading is not merely unavoidable but crucial. Without such additional reading, the point of this book is missed. It is not intended as a jumble of technical stuff too boring to be part of any module other than one on research methods. The material in the book is intended to expand students' understanding of psychology by explaining just how researchers go about creating psychology. At times this can be quite exciting as well as frustrating and demanding.

This is the fifth book the authors have written together. It is also the one that came close to spoiling a long friendship. What became very clear while writing this book is how emotive the topic of research methods can be. We found out, perhaps for the first time, how different two people's thinking can be, even when dealing with seemingly dry topics. As a consequence, rather than smooth over the cracks, making joins when this was not possible, you will find that we have incorporated the differences of opinion. This is no different from the disparity of positions to be found within the discipline itself – probably less so.

The main features of this book are:

- in-depth coverage of both quantitative and qualitative methods;
- a range of pedagogic features including summaries, exercises, boxes and step-by-step instructions where appropriate;
- analysis strategies provided for the research designs discussed;
- detailed information about the structure, purpose and contents of research reports;
- the use of databases and other resources;
- suggestions about how to develop research ideas for projects and similar studies;
- ethics as an integral feature of the work of all psychologists.

Introduction to Research Methods in Psychology is part of the trilogy of books which also includes *Introduction to Statistics in Psychology* and *Introduction to SPSS Statistics in Psychology*. In *Introduction to Research Methods in Psychology* we have tried to make the presentation both clear in terms of the text but with additional visual learning aids throughout the book. The main new additions to the other two more statistically oriented books, apart from colour, are in terms of the statistical techniques of power analysis and moderator effects. These reflect our determination to provide resources to students which are both user-friendly and professionally oriented. Increasingly research is part of many of the different sorts of careers which psychology students enter – we simply hope that our books speed the user towards a considered, mature approach to research.

Introduction to Statistics in Psychology, we feel, remains the best introduction to statistical concepts for students at all levels. The intention is to provide an introduction to statistics for the beginner which will take them through to the professional level unproblematically. *Introduction to SPSS Statistics in Psychology* is a quicker approach to learning and carrying out statistical procedures than *Introduction to Statistics in Psychology*. Instead of detailed explanations of theory together with practical details, *Introduction to SPSS Statistics in Psychology* provides a short conceptual introduction to each statistical routine together with step-by-step screenshots and instructions about their calculation using SPSS Statistics.

Education is a cooperative effort. So should you find errors then please let us know. These can be difficult to spot but easy to correct – some can be made when a book is reprinted. Ideas and comments of any sort would be most welcome.

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Tables

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and L. V. Langenhove, *Rethinking Methods in Psychology*, 'Grounded theory', p. 39, Charmaz, K. (© SAGE, 1995); Table 26.1 adapted from The 100 most eminent psychologists of the 20th century, *Review of General Psychology*, 6, 139–52 (Haggbloom, S. J., Warnick, R., Warnick, J. E., Jones, V. K., Yarbrough, G. L., Russell, T. M. *et al.* 2002), American Psychological Association.

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