

- ◆ Diversity of Questions: The diversity of questions that can be asked in a survey depends upon the degree of interaction the respondent has with the interviewer and the questionnaire, as well as the ability to actually see the questions.
- ◆ Use of Physical Stimuli: The ability to use physical stimuli such as the product, a product prototype, commercials, or promotional displays during the interview.
- ◆ Sample Control: Sample control is the ability of the survey mode to reach the units specified in the sample effectively and efficiently.
- ◆ Control of the Data Collection Environment: The degree of control a researcher has over the environment in which the respondent answers the questionnaire.
- ◆ Control of Field Force: The ability to control the interviewers and supervisors involved in data collection.
- ◆ Quantity of Data: The ability to collect large amounts of data.
- ◆ Response Rate: Survey response rate is broadly defined as the percentage of the total attempted interviews that are completed.
- ◆ Perceived Anonymity: Perceived anonymity refers to the respondents' perceptions that their identities will not be discerned by the interviewer or the researcher.
- ◆ Social Desirability/Sensitive Information: Social desirability is the tendency of the respondents to give answers that are socially acceptable, whether or not they are true.
- ◆ Potential for Interviewer Bias: The extent of the interviewer's role determines the potential for bias.
- ◆ Speed: The total time taken for administering the survey to the entire sample.
- ◆ Cost: The total cost of administering the survey and collecting the data.

Observation

- ◆ Observation involves going into 'the field', - the factory, the supermarket, the waiting room, the office, or the trading room - watching what workers, consumers, or day traders do, and describing, analyzing, and interpreting what one has seen.
- ◆ Types of Observation
 - **For structured observation**, the researcher specifies in detail what is to be observed and how the measurements are to be recorded, e.g., an auditor performing inventory analysis in a store.

Writing Critical literature Review

Definition

- ◆ The aim of a literature review is to show your reader (your tutor) that you have read, and have a good grasp of, the main published work concerning a particular topic or question in your field. This work may be in any format, including online sources. It may be a separate assignment, or one of the introductory sections of a report, dissertation or thesis. In the latter cases in particular, the review will be guided by your research objective or by the issue or thesis you are arguing and will provide the framework for your further work.
- ◆ It is very important to note that your review should not be simply a description of what others have published in the form of a set of summaries, but should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches. It should be a synthesis and analysis of the relevant published work, linked at all times to your own purpose and rationale.

According to Caulley (1992) of La Trobe University, the literature review should:

- compare and contrast different authors' views on an issue
- group authors who draw similar conclusions
- criticise aspects of methodology
- note areas in which authors are in disagreement
- highlight exemplary studies
- highlight gaps in research
- show how your study relates to previous studies
- show how your study relates to the literature in general
- conclude by summarising what the literature says

The purposes of the review are:

- to define and limit the problem you are working on
- to place your study in an historical perspective
- to avoid unnecessary duplication
- to evaluate promising research methods

- ◆ The more the scale items represent the domain of the concept being measured, the greater the content validity.
- ◆ In other words, **content validity** is a function of **how well** the **dimensions** and **elements** of a concept have been delineated.

Criterion-Related Validity

- ◆ **Criterion-Related Validity** is established when the measure differentiates individuals on a criterion it is expected to predict. This can be done by establishing what is called **concurrent validity** or **predictive validity**.
- ◆ **Concurrent validity** is established when the scale **discriminates individuals** who are known to be different; that is, they should score differently on the instrument as in the following example.

Construct Validity

- ◆ **Construct Validity** testifies to how well the results obtained from the use of the measure fit the theories around which the test is designed. This is assessed through **convergent** and **discriminant validity**.
- ◆ **Convergent validity** is established when the scores obtained with two different instruments measuring the same concept are highly correlated.
- ◆ **Discriminant validity** is established when, based on **theory**, two variables are predicted to be uncorrelated, and the scores obtained by measuring them are indeed empirically found to be so.

Types of variables

Dependent variable

- ◆ The presumed effect in an experimental study. The values of the dependent variable depend upon another variable, the independent variable. Strictly speaking, “dependent variable” should not be used when writing about nonexperimental designs.

Independent variable

- ◆ The presumed cause in an experimental study. All other variables that may impact the dependent variable are controlled. The values of the independent variable are under experimenter control. Strictly speaking, “independent variable” should not be used when writing about nonexperimental designs

Mediating variable

- ◆ Synonym for intervening variable. Example: Parents transmit their social status to their children directly, but they also do so indirectly through education: viz. Parent's status → child's education → child's status

Moderating variable

- ◆ A variable that influences, or moderates, the relation between two other variables and thus produces an interaction effect