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METHODS OF PSYCHOLOGICAL ENQUIRY-II

“Dr. Shalini is a school principal. She has been worried about the issue of examination stress and anxiety that her students have been reporting of late. She wishes to study this situation, therefore all the class teachers were instructed to ask a set of questions to all the students individually and record their answers. The students responses were analysed and it showed a decline in academic performance even for those students who have been performing consistently well otherwise. Dr. Shalini feels alarmed by the realisation that the stress and pressure is taking a toll on her students’ performance. She then further wants to investigate which are the classes wherein the students are getting most affected. After identifying those grades, she wants the school counsellors to have a word with these students and get an insight into what are their areas of concerns. She feels that till the time a communication is established between the affected students and the school authorities, a concrete solution for this problem cannot be achieved.” The stated example clearly highlights the need and importance of certain methods of research which enables a systematic enquiry into the experiences of people. Such research methods follow a qualitative approach where the focus is on understanding the nature of underlying psychological aspects.

In the previous chapter, you have learnt about certain methods used in psychological research, which are Experimental and Correlational; their basic quantitative nature, applications as well as strengths and limitations. As we know, Psychology is a scientific discipline that seeks to understand the complexities of mind and behaviour by diverse methods of enquiry. In this chapter, you will study some other methods of psychological research with a special focus on their diverse nature and application. Later in the chapter, ethical issues pertaining to research would be discussed so that the learner

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understands not just the theoretical aspects of research methods but also the ethical considerations to be kept in mind for effective application of the methods.



LEARNING OUTCOMES

After studying this lesson, learner :

- outlines basic research skills in Psychology;
- examines different methods used in Psychological research;
- explains the various ethical issues in Psychology; and
- relates on various ethical concerns when conducting Psychological Enquiry.

4.1 WHAT IS DESCRIPTIVE RESEARCH?

In the previous chapter, we have discussed about experimental and correlation research in detail. Now in this chapter we will be discussing another type of research i.e. descriptive research. **Descriptive research** is used to describe the existing condition in great detail. It is used to describe general or specific behaviours and attributes that are observed and measured. In conditions where enough research is not available in a particular area, designing an experiment becomes difficult. In such cases, a researcher often begins with a non-experimental approach, such as a descriptive study, to gather more information about the topic before designing an experiment or correlational study. Descriptive research can also be used as an extension of experimental study in order to describe the existing status of events i.e. once a solution suggested by experimental analysis is implemented. Thus descriptive method is useful in both the initial and final stages of investigation.

Descriptive analysis describes what exists and tries to pave the ground for finding new facts. It includes gathering of data related to individuals, group of individuals, events and situations and then organize, tabulate, depict and describe the obtained data. As the name suggests, this approach is applied to describe variables rather than to test predicted relationship between variables. Its main objective is description. It does not make predictions and does not determine cause and effect.

This type of research focuses on the questions like *Who*, *What*, *Where* and *How*. For example: Descriptive approach could be applied to investigate the following questions:

- Do teachers hold favourable attitudes toward using computers in schools?

- What are the positive and negative aspects of your job?
- What are the negative aspects of your home environment?
- Do students prefer reading print based textbooks or online books?
- How has student involvement in outdoor activities changed over the last 10 years?

Descriptive research can be either quantitative or qualitative in its approach. It can involve collections of quantitative information that can be tabulated in numerical form, such as the quantitative difference in the frequency of using emoticons in text messages across different age groups, or it can qualitatively describe categories of information such as the issues and concerns raised by female travellers pertaining to safe public transport. Across the quantitative and qualitative continuum, the most commonly used methodological approaches are interviews, surveys, observational studies, case studies.

Before going further, it is important to understand that these research methods can be of two types i.e., a cross sectional study or a longitudinal study.

Cross sectional study is one in which data is collected from a population at a specific point of time. It is more commonly used by researchers than the longitudinal design as it is easier to conduct and yields quick results. This design becomes useful when the goal is to understand characteristics of a population at that particular point of time. This implies that if the study is to be repeated, fresh participants will need to be recruited.

For example, academic performance of Class X students in Mathematics and Science.

Longitudinal study, on the other hand, involves data collection from the same sample repeatedly over a period of time. Depending on the type of information required, longitudinal studies can extend from few years to decades. This design becomes useful when the purpose of the study is to observe change and development in an individual or group over a time span. Needless to say, it is time consuming and the success of such studies is highly dependent on the continued and active participation of the individuals.

For example, research on the cognitive abilities of individuals at ages 5, 15 and 25.

4.2 TYPES OF DESCRIPTIVE RESEARCH METHODS

The most common methods used for **descriptive research design** are *surveys, observation, case studies and interviews*. *These methods vary along the*





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Quantitative-Qualitative continuum with respect to the degree of quantification involved.

4.2.1 Descriptive Methods with Quantitative Approach

Surveys and observation are the two methods that employ a more quantitative approach of data collection and analysis. We shall learn more about them in this section.

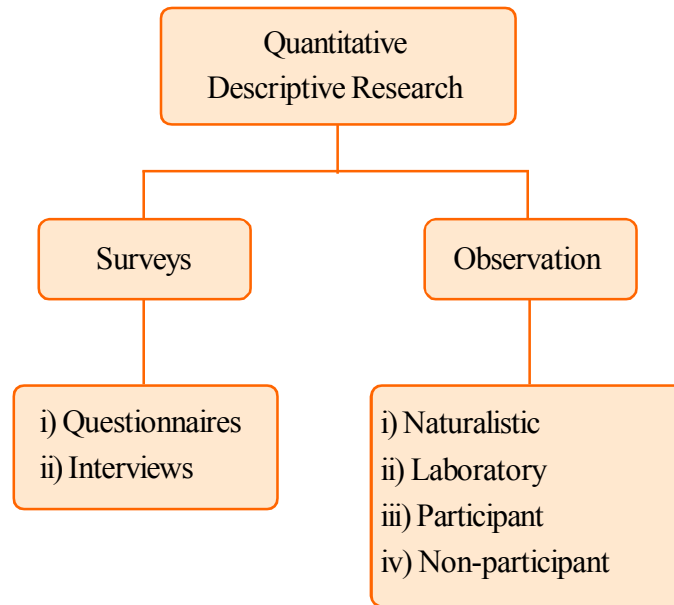


Figure 4.1: Types of Quantitative Descriptive methods

4.2.1.1 Survey Method

Survey methods are widely used in descriptive research to study beliefs, opinions, attitudes, motivation and behaviour of individuals. Survey method focuses on various attributes of individuals that emerge on the basis of their membership of certain social groups such as gender, income, political and religious affiliations etc. It also considers attributes that are psychological in nature such as opinions, beliefs, etc.

Data for survey can be collected through two primary modes- questionnaires and interviews.

- i. **Questionnaires**-Typically, a questionnaire is a paper-and-pencil instrument that is administered to the respondents. Certain types of questions that are included in the questionnaire are:
 - ❖ *Open-ended questions*: Open-ended items are useful when researchers do not know how participants might respond or when they want to avoid

influencing their responses and when in depth information is required. Open-ended responses are mostly qualitative in nature.

For example, “Please describe the time when you felt you were unable to handle exam pressure.”

- ❖ *Close-ended questions:* Close-ended questions are used when researchers have a good idea of the different responses that participants might make and the respondent has to choose from the given options. They are more quantitative in nature.

For example, “Do you like to exercise?” Yes / No

- ❖ *Rating questions:* A rating question is used to find out how survey-takers would rate something. It’s quite useful to gauge peoples’ opinions across the board.

For example, “How would you rate a restaurant’s service on a scale of 1-5?”

- ❖ *Multiple choice questions:* Such questions provide multiple response options for the respondents to choose from.

For example, “The last cricket world cup was played in the year- 2016 | 2017 | 2018 | 2019”

Modes of Questionnaire Administration in Survey Research

Surveys can be administered in four ways: through the mail, by telephone, in-person or online. When deciding which of these approaches to use, researchers consider: the cost of contacting the study participant and of data collection, the literacy level of participants, response rate requirements, the complexity of the information that is being sought and the mix of open-ended and close-ended questions.

- ii. Interviews:** Between the two broad types of surveys, interviews are more personal type of surveys which enables probing. Probing questions are usually instantaneous, based on the answer of the respondent, and allow the interviewer to get more insights into the required area. Questionnaires do not provide the freedom to ask follow-up questions to explore the answers of the respondents, but interviews do.

An interview includes two persons - the researcher as the interviewer, and the respondent as the interviewee. There are several survey methods that utilize

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interviews. These are the personal or face-to-face interview, the telephonic interview, and more recently, the online interview. The interview method will be discussed in detail in subsequent section.

Table 1: Comparative Analysis of The Two Types of Data Collection Instruments in Survey

Method	Purpose	Advantages	Disadvantages
Questionnaires	To gather large information in a short period of time	- Sample group can remain anonymous -Cost effective -Can generate large amount of data	-Difficult to gain deeper information
Interviews	To reflect emotions and experiences, and explore issues more deeply	- Process of data collection can be directed - Specific type of information can be collected	-Time consuming -More expenditure to arrange interviews, travelling etc.

Strengths of the Survey Method

- Access to a wide range of participants.
- Faster data collection than other methods.
- Relatively inexpensive data collection.

Limitations of the Survey Method

- Data may /may not be in depth.
- Sample used for data collection may lack representativeness.
- Data may get impacted by researcher’s own perception and biases.

4.2.1.2 Observation Method

Observation is a fundamental technique of data collection that refers to watching and listening to the behaviour of other person over time without manipulating and controlling it. It is always a directed activity that can be used to study the following categories of behaviour:

Nonverbal behaviour: focuses on body language including eye movements, facial expressions, body postures, gestures etc.

Linguistic behaviour: focuses on speech content

Extra linguistic behaviour: focuses on any behaviour that accompanies speech such as tone, intensity, pitch, volume etc.

Types of Observation Method:

- i. **Naturalistic/ field observation** is a study where a researcher observes the subject in its natural environment. It involves collecting information from some environment of interest just by watching what goes on. This makes the observations more true to what happens in the natural world.

For example, a researcher wants to study difference in classroom behaviour in public and private schools, s/he might visit the schools/classrooms and observe the behaviour of the students with each other as well as with the teachers.

- ii. **Laboratory observation** is one in which the researcher observes the subject in a controlled environment. The researcher decides where the observation will take place, at what time, with which participants, in what circumstances and uses a systematic procedure.

For example, to study the effect of different type of video games on the level of aggression, the participants might be put in different groups and are made to play different categories of video games. Their behaviour will then be observed and recorded to look for aggression level.

- iii. **Participant observation** is one in which the researcher is an integral part of the observation setting. The researcher freely interacts with other group members, participates in various activities of the group, becomes immersed in the events and adopts the routine patterns of the group to be observed. The behaviour is thus studied with an insider's perspective.

For example, a manager may be interested to study communication effectiveness of employees with clients. He/she may involve them in certain group activities while participating along with them and in that engagement observe their communication skills.

- iv. **Non-participant observation** is one in which the researcher adopts a distant perspective and observes an event or behaviour as an outsider without engaging with the group to be observed. Unlike participant observation where the



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researcher adopts an active role by engaging with group members, in non-participant observation the researcher adopts a relatively passive role by just carefully observing and restricting any other form of engagement.

For example, a teacher may organize a group activity for students and observe them for leadership qualities, without participating in the student's activities in any manner.

Strengths of Observation Method

- Since it is mostly done in real life settings, it helps in generalising the findings.
- Large amount of data gets collected within a short amount of time. This means a large sample can be obtained resulting in the findings being represented and having the ability to be generalized to a large population.
- Can be used to explore new areas and to generate novel ideas.

Limitations of Observation Method

- The researcher needs to be trained to be able to recognise aspects of a situation that are psychologically significant and worth further attention.
- It is susceptible to observer bias i.e. subjective bias of the observer can impact the findings.



ACTIVITY

Based on your own experience or on things you have already learned about Psychology, list two settings you would like to explore using naturalistic observations and laboratory observations respectively.



INTEXT QUESTIONS 4.1

1. State whether the following statements are 'True' or 'False'
 - i) Participant observation has no involvement of the observer with the group to be observed. True/False
 - ii) Surveys can be used for large scale data collection. True/False
 - iii) Qualitative research involves only numerical data. True/False

2. Match the following

- i. Laboratory Observation a. careful observation in real life settings
- ii. Naturalistic Observation b. distant observation without any active participation in activities of the observed group.
- iii. Non participant Observation c. controlled observation in artificial setting



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4.2.2 Descriptive methods with Qualitative approach

As already mentioned in the beginning of this lesson, descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information such as number of times a person chooses to blow horn or honk while driving, or it can describe categories of information such as the difference between males and females in their reasons behind excessive honking.

Descriptive research with quantitative focus involves gathering data that describe events which are then numerically organized and tabulated. Whereas with qualitative focus, in-depth, narrative descriptions of few numbers of cases, are used as a tool to organize data into patterns during analysis. These rich qualitative descriptions can emerge using certain methods such as case study and interviews.

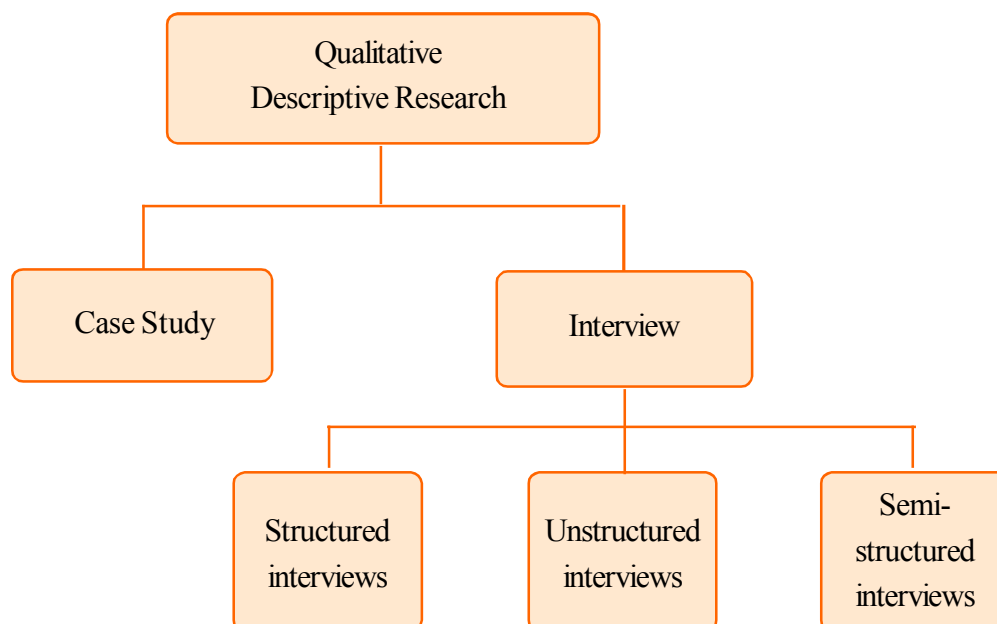


Figure 4.2: Types of Qualitative Descriptive methods

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4.2.2.1 Case Study

Case study method in descriptive research involves detailed study of a single case, typically over an extended period of time. It can involve naturalistic observations, and include psychological testing, interviews, diaries, archival data etc. These are often intensive detailed histories of people’s lives or descriptive accounts of important aspects.

What is a case?

A single case doesn’t have to mean just one single person. It might be a family, a social group, or even a single organisation. In fact a case study can involve dealing with quite a number of individuals.

Main Characteristics of the Case Study

- a. *Descriptive-* The data collected in case studies constitute descriptions of psychological processes and events, and of contexts in which they occurred (qualitative data). The main emphasis is always on the construction of verbal descriptions of behaviour or experience but quantitative data may also be collected. Also, high levels of details are provided.
- b. *Narrowly focused-* A case study that typically offers description of only a single individual, and sometimes about groups. Often this type of case study focuses on a limited aspect of a person.
- c. *Combines objective and subjective data-* The researcher may combine objective and subjective data. All data is regarded as valid data for analysis, and also as a basis for inferences within the case study- which includes both the objective description of behaviour and its context along with details of the subjective aspect, such as feelings, beliefs etc.

Table 2: Types of cases

Type of case	Description
Person	The study of one single individual, generally using several different research methods
Group	The study of a single distinctive set of people, such as a family or small group of friends.

Location	The study of a particular place, and the way that it is used or regarded by people
Organization	The study of a single organisation or company, and the way that people act within it.
Event	The study of a particular social or cultural event, and the interpretations of that event by those participating in it.

Source: http://www.psyking.net/HTMLobj-3838/Case_Study_Method.pdf

Strengths of Case Study Method

- Can gather extensive information, both qualitative and quantitative.
- Helps in providing insight into phenomena or experience which can't be gained otherwise.

Limitations of Case Study Method

- Since only one case is involved, generalization to the rest of the population is extremely limited.
- Can be very time consuming
- Due to the extensive and prolonged engagement of the researcher, their beliefs, opinions and biases can influence findings.
- Replication of findings is not possible.

4.2.2.2 Interviews

As we have already mentioned about interviews as one of the techniques of data collection under survey method, in this segment we will focus on the interview technique in detail. Interviews can be defined as a qualitative research technique which involves asking questions to a small number of respondents to explore their perspectives on a particular idea, program or situation. They can be conducted on individuals, as well as in groups. Individual interviews are the ones where one person is interviewed at a time, whereas in group interviews, multiple candidates are interviewed simultaneously.

There are three different formats of interviews: structured, semi-structured and unstructured.



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- i. **Structured interviews** : These consist of a series of pre-determined questions that all interviewees answer in the same order. Data analysis usually tends to be more straightforward because researcher can compare and contrast different answers given to the same questions. Structured interview is a way of trying to ensure comparability across the sample. The questions in a structured interview may be phrased in such a way that a limited range of responses is elicited.

For example, “Do you think that health services in this area are excellent/good/average or poor?” This is an example of a closed question where the possible answers are defined in advance.

- ii. **Unstructured interviews:** Unstructured interviews or in-depth interviews are the ones in which questions are not prepared prior to the interview and data collection is conducted in an informal manner. The interviewer approaches the interview with the aim of discussing a limited number of topics, sometimes as few as one or two, and frames successive questions according to the interviewee’s previous response. It is often used to obtain detailed accounts of an individual’s experience. Unstructured interviews can be associated with a high level of bias and comparison of answers given by different respondents tends to be difficult due to the differences in formulation of questions.

For example, a researcher wants to study the cultural values of a community. For that she/he might not prepare any questions in advance, instead have a conversation with community members and then dig into the cultural values as the conversation unfolds.

- iii. **Semi-structured interviews:** These contain the components of both structured and unstructured interviews. In semi-structured interviews, interviewer prepares a set of same questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify and/or further expand certain issues. With semi-structured interviewing, the open-ended nature of the question defines the topic under investigation, but also provides opportunities for the interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee.



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For example, a policy maker wants to study how the new policy affects the work of doctors. For this s/he makes develops a set of questions (like, ‘Are you aware that a new policy has been made?’, ‘Do you think it is in the favour of healthcare professionals?’) and also keeps scope to add questions on the spot, based on the answers of the participants (like, if the participant answers that the policy is in their favour, the policy maker might ask ‘what part of the policy do you think favours doctors?’, and if the participant says that it isn’t in their favour, s/he might enquire about the suggested changes that might make the policy favourable to them.)

With semi-structured interviewing, the open-ended nature of the question defines the topic under investigation, but also provides opportunities for the interviewer and interviewee to discuss some topics in more detail. Semi-structured interviews are useful when collecting attitudinal information on a large scale. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues to encourage the interviewee to consider the question further.

Let us understand the process of interview with the help of the example given in the box.

EXAMPLE

Interviewer: “I’d like to hear your thoughts on whether changes in traffic rules have changed the traffic scenario on the roads.”

Interviewee: “Absolutely! There is a remarkable change. No doubt about it.”

Interviewer: “In what way has it changed?”

Interviewee: “I think people have become more careful on roads and their awareness about traffic rules has also increased.”

Interviewer:” What do you think has led to that kind of a change?”

Interviewee: “... Well... I think there’s strict monitoring and implementation of traffic rules that has worked out quite well. Also, the revised traffic penalties have also made people more cautious on roads.”

Conducting the interviews: As mentioned earlier, interviews can be conducted individually or in a group setting. The researcher must first decide whether s/he wants to interview one person at a time or a group of people at once. Having decided on individual or group approaches, she/he now needs to decide which method of interviewing she/he wishes to use

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There are three primary ways to conduct qualitative interviews on the basis of modalities:

- a. **Face to face:** Here the researcher and respondent meet together. This is the most frequently used technique, and enables attention to be paid to non-verbal behaviour and establish a rapport over an extended period of time. Face-to-face or personal interviews are very labour intensive, but can be the best way of collecting high quality data. Face-to-face interviews are preferable when the subject matter is very sensitive, if the questions are very complex or if the interview is likely to be lengthy. Interviewing skills are dealt with in more detail later in this module.

Compared to other methods of data collection, face-to-face interviewing offers a greater degree of flexibility. A skilled interviewer can explain the purpose of the interview and encourage potential respondents to co-operate; they can also clarify questions, correct misunderstandings, offer prompts, probe responses and follow up on new ideas in a way that is just not possible with other methods.

- b. **Telephone:** This can be used where a face-to-face interview is not possible, and may be appropriate where the topic is not sensitive and non-verbal behaviour is less important. Telephone conferencing may enable focus groups, but there are major problems in 'turn taking' and ensuring all are able to participate. Video conferencing adds a further dimension to this kind of distance interviewing.

Telephone interviews can be a very effective and economical way of collecting data where the sample to be contacted are all accessible via the telephone. They are not an appropriate method of data collection for a very deprived population where telephone ownership is likely to be low. However, telephone interviewing can be ideally suited to busy professional respondents, such as general practitioners, when the telephone numbers can be easily identified and timed appointments set up. Telephone interviews are also particularly useful when the respondents to be interviewed are widely distributed geographically.

One of the main disadvantages of a telephone interview is that it is difficult to incorporate visual aids and prompts and the respondents cannot read cards or scales. The length of a telephone interview is also limited, although this will vary with subject area and motivation. Nevertheless it is possible to make prior appointments for a telephone interview and send stimulus material for the respondent to look at in advance of the interview. A prior appointment



and covering letter may enhance the response rate and length of interview.

- c. **Web Interviews:** The Internet provides opportunities through chat rooms for interviewing, and is a growing method of conducting in-depth interviews. There are clearly major problems in establishing rapport, and non-verbal behaviour will be missed entirely. However, some research suggests that respondents may be willing to be more open about personal matters in this kind of format. Issues of authenticity of identity may also be an issue. Methods of using the web include e-mail interviews, bulletin boards and interactive web sites. Chat rooms can be used to simulate focus groups.

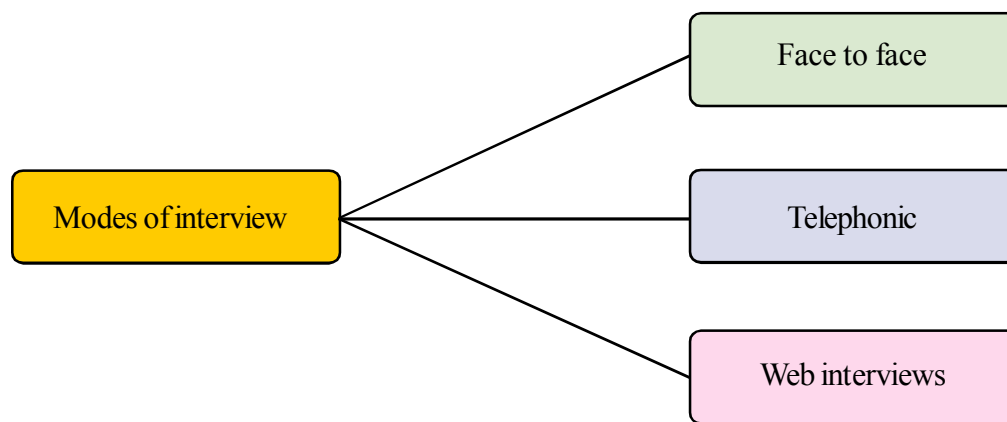


Figure 4.3: Modes of conducting interview

Strengths of Interview Method

- It provides in depth information about the area of interest.
- Ambiguities and doubts can be clarified, improving the quality of data.
- It helps in discovering how individuals think and feel about a topic and why they hold certain beliefs, values and opinions.

Limitations of Interview Method

- It can be very time consuming and expensive.
- The interviewers need to be trained to conduct effective interviews.
- The quality of data obtained from interviews depends on the communication skills of both the participant and interviewee to an extent.

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INTEXT QUESTIONS 4.2

1. State whether the following statements are 'True' or 'False'
 - i. Structured interviews make comparative analysis impossible.
True/False
 - ii. Case study technique involves brief information about a case.
True/False
 - iii. An event can be a subject matter of case study analysis.
True/False
 - iv. Unstructured interviews allow in depth information.
True/False
2. Answer which is the most appropriate interview approach (structured/ semi structured/ unstructured) in each of the following studies?
 - i. A researcher wants to compare the criterion of job satisfaction reported by manager and subordinates.
 - ii. A health worker wants to study the attitudes pertaining to importance of menstrual hygiene in teenage girls.
 - iii. A psychologist wishes to understand coping experience of terminally ill patients.
 - iv. A researcher is interested to study the opinions of youngsters about the importance of social media in today's world.

4.3 ETHICAL CONCERNS IN PSYCHOLOGICAL RESEARCH

The British Psychological Society (BPS) and the American Psychological Association (APA) have provided an ethical framework for psychologists to attempt to adhere to when conducting psychological research. Some of the ethical concerns are:

- i. **Protection from harm-** Perhaps the most important ethical principle is that during the course of research, participants should be protected from harm, psychological or otherwise. Researchers must ensure that the physical conditions in which the research is being carried out are not detrimental to the physical wellbeing of the participants. Similarly, the psychological wellbeing needs to be

protected as well. For example: researchers can do their utmost to prevent any undue stress on their participants.

- ii. **Right to Withdraw-** Another ethical concern is to ensure that the participants have the right to withdraw from the research. It does not involve just informing them that they can leave the study *at any time*, but also informing them that they have the right to withdraw their results from the study at any time.
- iii. **Confidentiality-** Maintaining confidentiality is an ethical principle that ensures that the results of the research are kept anonymous and confidential. Further access to the research and participant information should be safeguarded against any form of misuse. Ideally no one should be able to identify the participants from the results.
- iv. **Informed Consent-** For any research to be ethical, the researcher must have gained informed consent from the participants. The ‘informed’ part of this ethical principle is the most important part, wherein the participants are made aware of the nature of the study, and their rights in the present research. They are also informed about the risks and/or benefits involved in the study. It is of no use to gain consent from participants without bringing all this to their knowledge.
- v. **Deception-** Some studies require that the participants are not informed about the real purpose of the study beforehand, for example Milgram’s (1963) experiment on obedience, where the participants were made to believe that they are giving electrical shock to the fellow participants (who were actually confederates), when in reality there was no electrical shock involved. This experiment was conducted to study obedience towards authority figure. Deception is majorly used in research to prevent demand characteristics and socially desirable behaviour which can impact the responses of the participants.
- vi. **Debriefing-** Debriefing is conducted with the participants after the study has taken place. It is done to ensure that the participants are aware of the intent of the study and also about how the collected data will be used. It has a number of aims. Firstly, it aims to ensure that none of the participants have been harmed in any way by the study. Secondly, it aims to make sure that the researchers have obtained informed consent regarding the use of data. Thirdly, it allows the participants an opportunity to remove their results from the study. Finally, it allows the participants to ask any questions about the study to make sure they fully understand its content.



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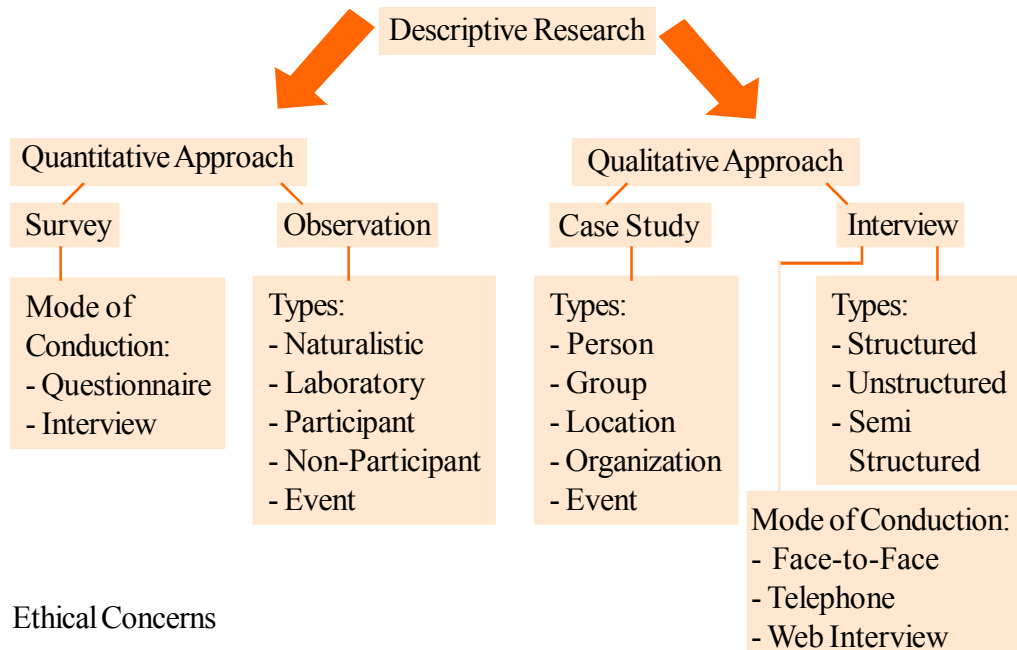
INTEXT QUESTIONS 4.3

Fill in the blanks with suitable answers

1. Maintaining _____ is an ethical principle that ensures that the results of the research are kept anonymous.
2. Another ethical concern is to ensure that the participants have the _____ from the research.
3. Participants are also informed about the _____ and/or _____ involved in the study.
4. Deception is majorly used in research to prevent _____ and _____ which can impact the responses of the participants.
5. The _____ and _____ have provided an ethical framework for psychologists to be followed when conducting psychological research.



WHAT YOU HAVE LEARNT



Ethical Concerns

- Protection from harm
- Right to withdraw

- Confidentiality
- Informed consent
- Deception
- Debriefing



TERMINAL QUESTIONS

1. What are cross sectional and longitudinal methods of research?
2. How is the descriptive research different from experimental and correlational research?
3. Explain the different types of observation techniques along with their strengths and limitations?
4. Discuss the case study method of research in detail.
5. Differentiate between the different formats of interview.
6. List the various ethical concerns in Psychological research?
7. What are the different strengths and limitations of case study method?
8. Compare different primary ways to conduct qualitative interviews on the basis of modalities.
9. What are the types of questions that are included in the questionnaire under survey method?
10. Observational method is used to study the different categories of behaviour. Identify the different categories of behaviour.
11. What are the main characteristics of the case study?



ANSWERS TO INTEXT QUESTIONS

4.1

1. i. False ii. True iii. False
2. i. c.



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- ii. a.
- iii. b

4.2

1.
 - i. True
 - ii. False
 - iii. True
 - iv. True
2.
 - i. Structured
 - ii. Semi structured
 - iii. Unstructured
 - iv. Semi structured

4.3

1. Confidentiality
2. Right to withdraw
3. Risks and/or benefits
4. Demand characteristics and socially desirable behaviour
5. The British Psychological Society (BPS) and the American Psychological Association (APA)