

英文版

教育部高等学校心理学教学指导委员会推荐用书

# Research Methods in Psychology

# 心理学研究方法

第 六 版

[美] John J. Shaughnessy 等著  
约翰·肖内西

 人民邮电出版社  
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六  
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约翰·肖内西  
〔美〕尤金·泽克迈斯特 著  
珍妮·泽克迈斯特

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**Sixth  
Edition**

# *Research Methods in Psychology*

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# 总序

王垒

中国心理学有一个很早的开端，却有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪二三十年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，五六十年代对心理学的不公正对待和后来的文化大革命，中国心理学“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈加速度扩张。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系，到90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，几乎是每10年翻两三番！发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不壮大，教学研究水平仍急待提高。这种需求与供给、速度与质量的矛盾，不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对内地心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比

较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保持高等教育的水平有举足轻重的作用。相比来看，我国内地一些地区心理学师资匮乏，一些自编教材低水平重复，对教、学质量均有很大负面影响，情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构，负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神，我们与国内外多家出版机构合作，作为一个长期的工程，有计划、分期分批地引进外版教材，以期推动我国心理学教学的快速高效发展。

麦格劳－希尔出版公司在出版心理学教材方面富有经验，此次引进的教材均是麦格劳－希尔多年再版，被实践证明为适合高等学校教学的优秀教材。特别是，这些教材均经过国内著名专家学者鉴定并大力推荐，这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意！

希望这套教材对高校的心理学教学有所帮助，并祝愿我国的心理学高等教育事业蓬勃发展！

王 垒

北京大学心理学教授  
教育部高等学校心理学教学指导委员会主任

# 序

周晓林

据最新的不完全统计，现在全国每年招收心理学本科生 6000 余人，硕士研究生 1500 余人，博士研究生 220 余人。作为一个心理学工作者，一方面我为这些数字骄傲，因为它们反映了中国心理学事业的飞速发展，反映了中国社会对心理学的需求；另一方面，我也为这些数据担忧，担心我们培养的学生水平每况愈下，招收越多，水分越大。事实上，这种担心不是没有根据的。如果每个研究生在几年的学习时间内只发表一篇文章，我们每年就应该有一千多篇论文，而实际情况是：大部分研究生的毕业论文远远达不到正式发表的水平。

依我看来，阻碍这些研究生水平提高的一个主要因素就是，这些学生（包括我们的一些教师）在心理学研究方法上所受到的训练薄弱，没有真正体会、掌握心理学实验设计与数据处理和推论的本质。一个学生，如果在本科阶段没有真正学好心理学研究方法、统计学和认知心理学这三门课程，就不是一个合格的心理学毕业生。

许多心理学界同行都持有与我相似的看法。现在市面上已有几本比较优秀的《实验心理学》、《心理学研究方法》之类的编写或翻译著作。与这些已经出版的书籍相比，这本影印的、由约翰·肖内西等人编撰的《心理学研究方法》还是有众多的特色。第一，这本书已经出到第六版，从内容安排到文字表达都比较成熟，事例丰富，通俗易懂。第二，与一些《实验心理学》教材相比，这本书更注重介绍实际研究中的思路、方法和过程，而不是具体的研究内容（如记忆，语言等）。我认为，这种对方法和思维方式的强调可能正是中国心理学在教学和研究中所缺乏的。只有加强对学生提出问题、思考问题、解决问题的训练，中国的心理学研究才能真正具有创新性。第三，在对心理学研究方法的具体介绍上，本书超出了一些传统教材所涉及的范围，例如本书较为详细地讲述了个案（single-case）研究方法。这种对传统范围的突破，有助于学生把所学的知识应用到心理学研究的各个分支（如神经心理学）中去，有助于他们认识到心理学研究的精髓和共通之处。第四，也是我要特别强调的，这本书对心理学研究中的道德问题和论文的写作有比较恰当的关注。中国科学界普遍忽视对学生研究和写作中职业道德的规范。许多学生也不清楚什么时候、以什么方式承认前人的贡献，导致一些人贬低或故意忽略他人的研究来突出自己的“创新”之处。（我本人就

多次受到这样的伤害)。更多的学生和教师不懂得心理学论文的写作规范,不知道如何从读者的角度思考,在论文中把当前研究的问题、已有的前人研究和自己的实验设计、实验假设连贯起来。课堂教学实验报告和许多学术刊物只要求作者报告做了什么,而不要求作者说清楚为什么要研究这个问题、为什么要这样设计、你的研究与已有研究究竟有什么不同。我个人认为,长期以来,这种教学和刊物要求让我们的学生和研究者形成了肤浅和懒惰的思维模式,极大地阻碍了中国心理学研究水平的提高。《心理学研究方法》这本书把科研道德和写作规范作为心理学最主要课程教学内容的一部分,有助于我们改变现状,改善学生的综合研究素质。

总之,我认为,这本《心理学研究方法》是一本优秀的教材。如果我们的学生能够真正领会书中介绍的内容和规范,我国心理学队伍的水平必将有一个较大的提高。

我热忱推荐这本书。

周晓林

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2004年11月23日



# About the Authors

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**JEANNE S. ZECHMEISTER** has been Associate Professor of Psychology at Loyola University of Chicago since 1990. Professor Zechmeister completed her B.A. at University of Wisconsin-Madison (1983) and her M.S. (1988) and Ph.D. (1990) in Clinical Psychology at Northwestern University. She teaches undergraduate and graduate courses in research methodology and her research focuses on psychological processes associated with forgiveness. Her effectiveness as a teacher is evidenced by her many years of high teacher ratings and by her being identified consistently each year by graduating seniors as one of their best teachers at Loyola.

# 内容简介

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本书一直被认为是这个领域中最好的本科生研究方法教材之一，采用者一致称赞该书清晰的写作风格，有条理的材料组织，内容涉及的深度，以及来自心理学各个领域多样的研究例子。本版强调不同方法的优势及弱点，以及如何运用不同的研究方法解决不同的研究问题；问题解决式的教学法设计帮助学生如何解决问题，而不是死板地照搬研究程序。强调在特定研究方法中介绍统计概念及统计方法。此外，本教材还涉及研究报告写作方面的内容。

*To Paula  
and to the Memory of  
Martha,  
two women to whom I am  
greatly indebted  
(J.J.S.)*

*To Ruth O'Keane  
and to the Memory of  
James O'Keane,  
Kathleen O'Keane Zechmeister,  
and My Mother  
(E.B.Z.)*

*To My Family  
(J.S.Z.)*

# Preface

Detectives can know the excitement of discovering a critical piece of evidence. Prosecuting attorneys can know the satisfaction of bringing a guilty person to justice, and defense attorneys can prevent a miscarriage of justice. Judges and juries bear the responsibility of discerning the truth. Research psychologists play all these roles as they search for evidence, make the case, and render verdicts about what principles of behavior and mental processes are true. What are the effects of day care on children's intellectual and social development? To what extent do our genes determine our personalities? What are the consequences of racial stereotyping on the targets and perpetrators of these stereotypes?

For over two decades we have been writing editions of this research methods textbook with the hope that we could capture the excitement of psychological inquiry as well as the importance of understanding the methods used to conduct research. Our greatest satisfaction from writing this textbook and teaching research methods has been seeing students who enter the course feeling mild trepidations, leave not only feeling competent and confident but also excited about their understanding of the research process.

## ORGANIZATION AND APPROACH

Our approach is based on our years of teaching experience. As instructors of research methods, we recognize that most students in our classes will be consumers of research and not producers of research. Students who choose to take on either role will benefit from developing critical thinking skills. We believe that we can best help our students think critically by taking a problem-solving approach to the study of research methods. Researchers begin with a good question and then select a research method that can best help them answer their question. The sometimes painstaking task of gathering evidence is only the beginning of the research process. Analyzing and interpreting the evidence are equally important in making claims about psychological processes. Researchers (and students) must analyze the strengths and weaknesses of the method they have chosen in order to be able to evaluate critically the nature of the evidence they have obtained.

Another feature that we continue from our last edition is the website designed for our book. There are interactive exercises and quizzes for students to test their knowledge of text material, as well as links to other important psychology websites. Instructors will find the instructor's manual and lecture/discussion aids helpful. Both students and instructors may easily contact the authors via this site. Please come see us at [www.mhhe.com/shaughnessy6](http://www.mhhe.com/shaughnessy6).

## CHANGES IN THIS EDITION

The expression “The more things change, the more they stay the same” applies when writing a sixth edition of a textbook. We continue in this edition to illustrate the strengths and weaknesses of each research method using examples from the rich psychology literature. We do so because we think that reading actual research examples will help students appreciate the critical link between research methods and psychological knowledge. We believe that it is this appreciation for research methods and their findings that makes the study of psychology even more fulfilling and meaningful. We also continue to use bullet points within the chapters and Review Questions at the end of chapters to help students see clearly what points we think are most important for them to learn. And we continue to rely on the Challenge Questions at the end of chapters to help students learn to apply the principles they have learned. Building on the model of the Challenge Questions, we have embedded Stretching Exercises in most chapters to allow students to apply research principles while they are learning about the principles.

But things *do* change. Since we published our last edition, APA has revised the ethical principles and code of conduct for psychologists, and published a new edition of the *Publication Manual*. We have included these APA changes in Chapter 3 on ethical issues and in Chapter 14 (an appendix in previous editions) on communication in psychology. We have revised the overall structure of the book to include 14 chapters rather than the 10 in the previous edition. We have streamlined the text by emphasizing student relevant examples that clearly illustrate the major principles of the research method presented in each chapter. We hope that the shorter chapters will facilitate students’ learning of the material and instructors’ flexibility in designing their course. We have also added a new opening chapter that welcomes students to the study of research methods by using an analogy between the criminal justice process and the scientific process. Discussion questions at the end of this chapter encourage students to become active learners from the beginning.

A final and major structural change we have made is to revise the appendix on statistics from previous editions into two new chapters that deal with data analysis and interpretation (Chapters 12 and 13). We leaned heavily on Robert Abelson’s ideas as elucidated in his published articles and book, *Statistics as Principled Argument* (1995/Erlbaum), and on the APA Task Force on Statistical Inference (Wilkinson et al., 1999). Students will be introduced in these two chapters to a three-stage approach to analysis: an exploratory stage (getting to know the data); a summary (descriptive) stage; and a confirmation stage (confirming what the data reveal). We are optimistic that careful study of the material in these chapters will give students the necessary background both to read published research articles critically and to analyze data from their own research projects. Having more complete coverage of statistical issues in these two chapters has allowed us to focus on the conceptual issues of data analysis in the individual chapters covering specific research methods. Students can gain an appreciation of the way in which research methods and data analysis are intertwined without studying Chapters 12 and 13. By studying these

chapters, however, their understanding of both data analysis and research methods will be enriched.

## WORDS OF THANKS

Many knowledgeable and discerning reviewers over the years contributed to this latest edition. Among the most recent to whom we are grateful are:

Michael J. Bayly  
*University of Charleston*

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*The Sage Colleges*

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*Ph.D., Eastern Kentucky University*

Stephen T. Paul  
*Mississippi State University*

Steven Robbins  
*Ph.D., Beaver College*

Virgil L. Sheets  
*Indiana State University*

If a change that was recommended didn't appear, it wasn't because we didn't consider carefully what these reviewers were telling us. We did. Thanks for pushing us to be better.

The cumulative contributions of many others to this and earlier editions are by now beyond easy acknowledgment. Yet, some people stand out as helping to prepare this latest edition. They include our colleagues at Loyola University Chicago, Emil Posavac and Scott Tindale, who read and critiqued the new chapters dealing with data analysis and interpretation, and Joe Sherwin, Director of Research Services at Loyola, who read carefully the ethics chapter and made important suggestions for changes. Many thanks go to Paula N. Shaughnessy, who did the final formatting of the entire manuscript and prepared the Glossary and References. We also acknowledge Liz Zechmeister who helped us obtain permissions for photos and work cited.

We also would like to acknowledge the editorial and production staff at McGraw-Hill. Melissa Mashburn got us started on this edition and Cheri Dellelo provided an insightful summary of the reviews we received. We benefited from the experience and high expectations of Ken King who was our senior sponsoring editor. Georgia Gero-Chen's competence made our work more efficient and her graciousness made our experience more pleasant. Jenny El-Shamy created an inviting cover design for our book. Lou Ann Wilson identified photos that are well suited to the text material. This is the third edition that has benefited from the beautiful drawings by our good friend Fran Hughes. Our copyeditor, Linda Gomoll, demonstrated an attention to detail that even extended to catching errors in computations in the text. Finally, our project manager, Mary Lee Harms, kept us all on schedule while keeping her focus on an even higher priority—the quality of the work we were doing.

**John J. Shaughnessy**  
**Eugene B. Zechmeister**  
**Jeanne S. Zechmeister**

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