

The cover features a watercolor-style illustration of a large crowd of diverse people walking on a green path. A large hand from the left holds a magnifying glass over a man in the crowd, symbolizing research and observation.

BEGINNING Behavioral Research

A Conceptual Primer

THIRD EDITION

Ralph L. Rosnow, Robert Rosenthal

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EDITION

Beginning Behavioral Research

A Conceptual Primer

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Library of Congress Cataloging-in-Publication Data

Rosnow, Ralph L.
Beginning behavioral research : a conceptual primer / Ralph L.
Rosnow, Robert Rosenthal. — 3rd ed.
p. cm.
Includes bibliographical references and indexes.
ISBN 0-13-791542-X (case)
1. Psychology—Research—Methodology. 2. Social sciences—
Research—Methodology. I. Rosenthal, Robert.
II. Title.
BF76.5.R64 1998
300'.7'2—dc21

98-20614
CIP

Editor-in-chief: *Nancy Roberts*
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Cover Art: *Elsa Warnick/Stockworks*. Hand Holding
Magnifying Glass Over Crowd/*Stockworks*

This book was set 10/12 Galliard Roman by the Clarinda Company (Atlantic)
and bound by R.R. Donnelley & Sons (Harrisonburg).
The cover was printed by Phoenix Color Corporation.



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Simon & Schuster/A Viacom Company
Upper Saddle River, New Jersey 07458

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-791542-X

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S. A. *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

**To our students and colleagues
in research methods
past, present, and future**

Preface

Beginning Behavioral Research was originally conceived as an undergraduate text for students who, as part of an introductory course in research methods, are required to plan an empirical study, to analyze and interpret data, and to report findings and conclusions. It is also intended to encourage students to be analytical and critical not only in interpreting research findings but also in seeing what is behind the claims and conclusions in news reports of scientific results. While the primary emphasis is on behavioral and social research, we make an effort to connect these disciplines with the empirical reasoning used in other fields in order to underscore the unity of science. We have been pleasantly surprised to learn that the text has also been successfully used in ways that go far beyond its original purpose. For example, it has been used in undergraduate courses in which the production of a research project was not a major goal, as well as by master's and doctoral students to slip into our advanced text, *Essentials of Behavioral Research* (1991). Lecturers at the University of South Africa (Unisa) have used *Beginning Behavioral Research* to teach psychological research to several thousand students in their distance learning program. We are gratified that the book has been found useful by so many.

Organization

As in earlier editions, the material in this edition is presented in a linear sequence corresponding to the steps involved in conducting an empirical research study and analyzing and reporting the results. The reader is led step by step through the following process:

- 1. Crafting a testable idea for research**

Understanding empirical reasoning, the scientific method, levels of empirical investigation, and the scientific outlook (Chapter 1); creating, shaping, and polishing a research idea, and conducting a search of the literature (Chapter 2); weighing and balancing ethical considerations, and preparing a proposal for an ethics review (Chapter 3)

- 2. Choosing methods of data collection and measurement**

Knowing what methods are available for watching and recording behavior in laboratory and field research, using archival data and outside observers (Chapter 4); collecting data in which the subjects describe their own behavior or state of mind (Chapter 5); assessing the reliability and validity of measuring instruments and research designs (Chapter 6)

- 3. Designing and implementing the research study**

Designing a randomized experiment while controlling for artifacts and other threats to validity (Chapter 7); using time-series, *N*-of-1, longitudinal, correlational, and other designs (Chapter 8); surveying opinions and behavior, controlling for self-selection bias, and pilot-testing the instruments (Chapter 9)

4. Approaching the research data

Using graphics and statistical summary procedures to develop an overall picture of the results (Chapter 10); identifying relationships (Chapter 11); testing hypotheses, estimating effect size, creating a confidence interval around the obtained effect, using the BESD to interpret practical importance, and doing a power analysis (Chapter 12)

5. Testing hypotheses and exploring the results

Using t to compare two independent or two correlated conditions (Chapter 13); computing F in one-way and two-way designs, examining the simple effects, and interpreting an obtained interaction (Chapter 14); analyzing smaller and larger tables of counts by the chi-square and other procedures (Chapter 15)

6. Comparing and combining results of independent studies, doing a file drawer analysis (optional Appendix C)**7. Reporting the research project (Appendix A)**

Our Approach

In our long experience of teaching research methods (over 60 years and several thousand students between the two of us), we have noted the questions and uncertainties of undergraduate students engaged in empirical research for the first time. The vast majority have not planned to pursue a career in research, but most of them have recognized the vitality and ubiquitousness of scientific research in their daily lives. So we have tried to anticipate and confront questions and uncertainties from their perspective not as potential professional producers of research, but as consumers of scientific results. It is essential for educated consumers to understand the utility and limitations of research as well as the fundamental differences between scientific and pseudoscientific claims of truth. Our aim in chronicling a wide range of older and newer research studies is to show the continuity of science. Once students have mastered this material, they should be able to understand more deeply what scientists mean when they proclaim that they have found something or not found something to be true.

Instructors who know our earlier work will recognize that this book—as well as our advanced text—grew out of a 117-page paperback book that we wrote many years ago: *Primer of Methods for the Behavioral Sciences* (Rosenthal & Rosnow, 1975a). Over the intervening period, we have had an opportunity to develop and refine that material. Most of our undergraduate students have been psychology majors required to take a research methods course as part of their concentration, but a substantial number have been in fields as diverse as communications, computer science, physical education, mathematics, statistics, accounting, nursing, biology, education, sociology, marketing, and even English, art, and theology. Whether they took this course as part of their major or as an elective, many dreaded the thought of having to wrestle again with statistics. On the assumption that few readers have total recall of statistics or will come away from a statistics course with an intuitive understanding of what was taught, we describe basic aspects of data analysis procedures, purposely avoiding the use of any mathematics beyond the high school level. We focus on the

most popular procedures, and also on convenient methods that can later be used outside the research methods course to examine the practical importance of a set of results.

Most students with no college training in statistics should find that they can master basic data-analytic skills by reading the chapters and repeating the exercises in the order in which they are presented. In this age of the computer, the speediest method of doing complex calculations is with the aid of a computer, yet as statistician John W. Tukey noted, much can be learned by simply changing our point of view and examining the data in different ways (e.g., exploring for moderator variables by using the stem-and-leaf procedure). Our philosophy of data analysis is to treat statistics (in Chapters 10–15 and Appendix C) by showing, through intuitive reasoning and simple examples, what the results tell us. Instructors who plan to teach students to perform their main calculations on a computer will find that our emphasis on the concrete and arithmetical aspects of data analysis will complement any statistics package they choose. We also describe useful data-analytic procedures that are not typically found in basic computer packages (e.g., the effect size correlation and the confidence interval around the effect, the method of standardizing the margins in chi-square tables, the isolation of interaction residuals, the detective-like probing of reported data for an unreported effect size, and the file drawer method of assessing robustness of an overall p value in meta-analysis).

Instructors familiar with *Essentials of Behavioral Research* will recognize that *Beginning Behavioral Research* can be used for students up to, but just below, the level of *Essentials*, and that the conceptual and philosophical treatment of methods and data analysis is similar in both texts. We again emphasize the utility of the Pearson r as an effect size measure that can be conveniently interpreted as an index of practical importance. We also introduce students to statistical power analysis in a way that many should be able to apply in their individual studies. The chapter on ethics is intended to raise questions that project well beyond this book. Students interested in advanced or more detailed analyses of the topics treated here will find discussions in *Essentials*. In both texts, we have sought to communicate the richness, diversity, and excitement (as well as the basic or advanced technical aspects) of human subjects research that we ourselves find so challenging and stimulating.

Special Features and Additions

In an effort to make this book more useful and more user-friendly to a wide variety of students, we have incorporated a number of pedagogical devices. Each chapter begins with a set of *preview questions*, which readers can refer to as they progress. *Box discussions* highlight and enliven concepts with practical examples and illustrations. Each chapter concludes with a *summary* of the main ideas, followed by a list of *key terms* pegged to particular pages, and finally a number of *review questions* to stimulate thought and discussion—both multiple-choice (new to this edition) and discussion questions, with the answers on pages 343–61. A revised *glossary* at the end of the book lists and defines all the key terms and notes the primary chapter(s) or appendix where each term is discussed. The Instructor's Manual, developed by David B. Strohmetz of Monmouth University, contains class-tested exercises, teaching tips,

handout questions, and other ideas that complement each chapter and that can be used to stimulate discussion.

We again informally asked a number of instructors whether they preferred the sample report in Appendix A to be in the format of a journal submission (i.e., including compositor's notes and so on) or in the style of a term paper (i.e., with an appendix containing the student's raw data and calculations). Previously the responses had been about evenly split, but this time they favored the term paper a little more than the journal submission format. Nevertheless, we again show both formats, one based on the American Psychological Association's (1994) publication manual and the other based on Rosnow and Rosnow's (1998) guide to writing research reports and essays. Both sample reports follow the APA style in reference citations, nonsexist language, and other practical considerations.

Instructors familiar with the previous edition will find new boxes, new illustrative cases drawn from different areas of behavioral and social science, further polishing of statistical and other technical material, and, we hope, elimination of unnecessary redundancy. There is a new chapter on ethics, which takes as its point of departure an available draft (1996) of guidelines for researchers studying human behavior (American Psychological Association, 1997.) The chapters on randomized and quasi-experimental designs have been revised in response to comments that we have received from instructors. New to the statistical chapters is a discussion of the confidence interval of the effect size r , which was recommended in a number of recent articles (e.g., Cohen, 1994; Rosnow & Rosenthal, 1996a). We focus on the 95% interval but also show how to create and interpret a narrower or wider band. Instructors will find that our discussion of data analysis is consistent with the recommendations of the recent APA Task Force on Statistical Inference. While we do not focus on psychological constructivism or postmodernism in philosophy of science, there is a box on the former and a strong flavor of the latter in our discussion of aesthetics, visualizations, hidden presuppositions, and so forth. Students interested in broader aspects of the latter might be directed to A. I. Miller's *Insights of Genius: Imagery and Creativity in Science and Art* (Springer-Verlag, 1996) or, if interested in aspects of epistemological issues as viewed by practitioners of behavioral research, to R. L. Rosnow and M. Georgoudi's *Contextualism and Understanding in Behavioral Science* (Praeger, 1986).

Acknowledgments

We have benefited once again from working with David Strohmetz, who prepared the Instructor's Manual; Margaret Ritchie, who did the copy editing; and Mary Lu Rosenthal, who prepared the indexes. We are grateful for their creative, elegant, and helpful assistance. We thank Bruce Rind for again allowing us to include an edited version of his work in Appendix A and Steven Stern for his tips on using PsycLIT. We thank Martin Terre Blanche, René Van Eeden, Fred Van Staden, and Vivien Willers (all at the University of South Africa) for writing and perfecting the hundreds of test items that are available for use with this text. We thank Robert E. Lana for permission to borrow or adapt ideas from *Introduction to Contemporary Psychology* (Lana & Rosnow, 1972). We thank a long line of teaching assistants and students at Temple University and Harvard University for their valuable comments on and criticisms of the

lectures, handouts, drafts, and earlier editions on which this third edition was based. The first edition of this book was published by Macmillan Publishing Company, which was absorbed by Prentice Hall, and we thank the following consultants of these publishers for their constructive feedback: Bernard C. Beins, Ithaca College; Patricia R. DeLucia, Texas Tech University; Paul W. Foos, University of North Carolina at Charlotte; Allan J. Kimmel, American University of Paris; John W. Webster, Towson State University; Paul J. Wellman, Texas A & M University; and Jon L. Williams, Kenyon College. Additional valuable feedback was provided by an unusual trio of reviewers for *Contemporary Psychology* (1997, 42, 835–837). Three members of the academic community of Southern Illinois University each wrote a separate review of the second edition. In an act of unusual and creative packaging, one review was written by a professor, Jack McKillip; one was written by a graduate student, Kristin Duppong; and one was written by an undergraduate student, Laurel J. Tinsley, with only a minor in psychology. We thank them all for their ingenuity and for their helpfulness to us in preparing this third edition. We also thank Jennifer Gilliland, Bill Webber, and others at Prentice Hall for their editorial support. And finally, we thank Mimi Rosnow and Mary Lu Rosenthal for counseling us in ways too numerous to mention.

Certain tables, figures, and passages (specifically noted in the text) have by permission been reproduced in part or in their entirety, for which we thank the following authors, representatives, and publishers: E. Earl Baughman; Leonard Berkowitz; Jacob Cohen; Mihaly Csikszentmihalyi; J. A. Hagenaars; R. Vance Hall; Howard Kahane; Paul Slovic; Alan Sockloff; Laurence Steinberg; Robert Weisberg; Academic Press; American Association for the Advancement of Science; American Psychological Association; American Sociological Association; American Statistical Association; Biometrika Trustees of the Imperial College of Science, Technology and Medicine; Brooks/Cole Publishing Company; Cambridge University Press; Elsevier Science Publishers; Lawrence Erlbaum Associates, Inc.; HarperCollins Publishers; Helen Dwight Reid Educational Foundation and Heldref Publications; Holt, Rinehart & Winston; Houghton Mifflin Company; Iowa State University Press; *Journal of Applied Behavior Analysis*; McGraw-Hill, Inc.; W. W. Norton & Company, Inc.; Oxford University Press; Pergamon Press; The Rand Corporation; Sussex Publishers, Inc. and *Psychology Today Magazine*; The University of Chicago Press; Wadsworth Publishing Company; and John Wiley & Sons, Inc. We are also grateful to the Longman Group UK Ltd., on behalf of the Literary Executor of the late Sir Ronald Fisher, F.R.S., and Dr. Frank Yates, F.R.S., for permission to reprint Table V from *Statistical Tables for Biological, Agricultural, and Medical Research* (6th ed., 1974).

This is our 12th book together in a collaboration that began over 30 years ago, and the beat goes on!

Ralph L. Rosnow
Robert Rosenthal

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