Introduction to Research in Education 10th edition Ary Test Bank

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Multiple Choice

1. The statement of the problem for research should
   a. be stated in question form always.
   b. be stated in a declarative form always.
   c. include the source and significance of the problem.
   d. indicate clearly what is to be investigated.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
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2. The statement of the problem should include the
   a. reason for the design of the study.
   b. measuring device to be used in the study.
   c. variables of the study.
   d. operational definitions of the technical terms.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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3. The useful sources of a research problem include
   a. personal experience.
   b. deduction from theories.
   c. published literature.
   d. All of these options are correct.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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4. The main purpose of the review of published literature is to
   a. show that the investigator is knowledgeable.
   b. find the answer to the research question that one has formulated.
   c. establish the significance of the study by showing that other researchers have been interested in the same topic.
   d. link the question with the body of knowledge and take the next logical step.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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5. In selecting a research problem, which one of the following should NOT be taken into account?
   a. Is the problem amenable to research?
   b. Will the problem make a contribution to the body of organized knowledge?
   c. Will the problem lead to new problems for research?
   d. Will I prove that what I already know is true?
   e. Has the problem already been adequately answered?

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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6. Research questions deduced from theories in one's field of specialization
   a. are less replicated than research questions stimulated by other sources.
   b. have greater potential for making contributions to the body of organized knowledge.
   c. produce universal results applicable to all cultures.
   d. lack significance since they could not be used for solving problems unique to a particular situation.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
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7. Consider the following question.
"What are the ways of promoting diversity in secondary schools?"
This question is

a. a good question for research since it has practical value.

b. a poor question because it is trivial.

c. a typical educational research question.

d. too general and has no clear indication of the direction the research is to take.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Understand
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8. Consider the following question.
"Is there a relationship between adolescents' learning style and their academic achievement?"
This question is

a. a poor question because it is not clearly stated.

b. a good question because the variables can be operationally defined and the relationship between them investigated.

c. a poor question because the variables could not be clearly and operationally defined.

d. a good question because it is concerned with academic achievement.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
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Exhibit 2-1: Sources of research problems in education include: deduction from theory, personal experience, related research, and non-educational sources. Indicate which of these sources is referred to in the following questions.

9. *Refer to Exhibit 2-1.* This source enables researchers to identify gaps in the body of organized knowledge within a field.

   a. deduction from theory
   b. personal experience
   c. related research
   d. non-educational sources

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-1
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Understand
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10. *Refer to Exhibit 2-1.* This source enables researchers to identify methodologies used by previous researchers.

    a. deduction from theory
    b. personal experience
    c. related research
    d. non-educational sources

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-1
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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11. *Refer to Exhibit 2-1.* Fragmented and unrelated bits of information are most likely to be found in studies from this source.
    a. deduction from theory
    b. personal experience
    c. related research
    d. non-educational sources

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-1
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Remember
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12. *Refer to Exhibit 2-1.* This source results in studies whose findings are easily integrated into the body of knowledge.
    a. deduction from theory
    b. personal experience
    c. related research
    d. non-educational sources

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-1
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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13. In stating the problem for a quantitative research study, one should
    a. restrict the scope of the study to a specific question.
    b. operationally define the variables under investigation.
    c. spell out all the steps needed for conducting the study.
    d. restrict the scope of the study to a specific question and operationally define the variables under investigation.
    e. operationally define the variables under investigation and spell out all the steps needed for conducting the study.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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14. Which one of the following research questions meets the criteria of a good research question?
    a. What are the ways of decreasing violence in American society?
    b. How could high school students be motivated to study world geography?
    c. Does attending kindergarten affect the social maturity of children at the elementary school level?
    d. Should high school curricula aim at preparing students for college or should they aim at preparing students for life?

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Understand
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15. Which one of the following reasons is NOT an acceptable reason for replicating a research study?
    a. One's view of the relationship between the variables of the study is different from the findings of the study.
    b. One suspects that the subjects of the study do not represent the population under investigation.
    c. One wants to see if the use of different instruments for measuring the variables of the study would produce the same results.
    d. One wants to investigate the applicability of the results of a study to a larger population.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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16. A geography teacher is planning to conduct research on the effect of field trips on learning geographical facts. The source of this researcher's problem is most likely
    a. the recommendation of school authorities.
    b. his or her own experience.
    c. his or her knowledge of geography.
    d. a suggestion made by the school psychologist.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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17. Which one of the following research questions is more likely to be ex post facto?
    a. What is the effect of drug use on the achievement of high school students?
    b. What is the effect of tangible reinforcement on learning to write by elementary school students?
    c. What is the relationship between achievement motivation and self-concept?
    d. None of these options are correct.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Understand
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18. To be researchable, an educational problem must be one that
    a. can be answered by empirical investigation.
    b. has practical implications for educational practice.
    c. can be conducted in one's own school.
    d. is approved by the school authorities.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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19. An important criterion for evaluating a research problem is whether or not it will
    a. interest individuals outside of one's profession.
    b. satisfy the researcher's own curiosity.
    c. prove the researcher's opinion on the relationship between variables under investigation.
    d. make a contribution to the body of organized knowledge in one's field of specialization.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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Exhibit 2-2: The text suggests that in selecting and stating a research problem, one should avoid trivial questions, strive for a balance between generality and specificity, and avoid philosophical and judgmental issues. One of these criteria may have been violated in the following examples. Examine each problem, then indicate the kind of violation.

20. *Refer to Exhibit 2-2.* What is the average height of high school dropouts in the state of Michigan? The text suggests that in selecting and stating a research problem, one should
    a. avoid trivial questions.
    b. strive for a balance between generality and specificity.
    c. avoid philosophical and judgmental issues.
    d. None of these is a violation.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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21. *Refer to Exhibit 2-2.* Is it right to separate at-risk students from other students in high school? The text suggests that in selecting and stating a research problem, one should

a. avoid trivial questions.

b. strive for a balance between generality and specificity.

c. avoid philosophical and judgmental issues.

d. None of these is a violation.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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22. *Refer to Exhibit 2-2.* What is the relationship between academic self-concept and persisting in school? The text suggests that in selecting and stating a research problem, one should

a. avoid trivial questions.

b. strive for a balance between generality and specificity.

c. avoid philosophical and judgmental issues.

d. None of these is a violation.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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23. *Refer to Exhibit 2-2.* Is it desirable to have counseling programs for at-risk students? The text suggests that in selecting and stating a research problem, one should
    a. avoid trivial questions.
    b. strive for a balance between generality and specificity.
    c. avoid philosophical and judgmental issues.
    d. None of these is a violation.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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24. *Refer to Exhibit 2-2.* Is there a relationship between the graduation rate of high schools and the school size? The text suggests that in selecting and stating a research problem, one should
    a. avoid trivial questions.
    b. strive for a balance between generality and specificity.
    c. avoid philosophical and judgmental issues.
    d. None of these is a violation.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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25. *Refer to Exhibit 2-2.* Are parents to be blamed for their children's dropping out of school? The text suggests that in selecting and stating a research problem, one should
    a. avoid trivial questions.
    b. strive for a balance between generality and specificity.
    c. avoid philosophical and judgmental issues.
    d. None of these is a violation.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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26. *Refer to Exhibit 2-2.* "What is the vocabulary level of the reading books used in the middle schools of the United States?" The text suggests that in selecting and stating a research problem, one should
    a. avoid trivial questions.
    b. strive for a balance between generality and specificity.
    c. avoid philosophical and judgmental issues.
    d. None of these is a violation.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-2
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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27. "Is there a relationship between intelligence and reading achievement?" This question is
    a. a significant question for research since the relationship between two important educational variables is being considered.
    b. a trivial question since the relationship between these variables is well established.
    c. a good question for research because it probes for the cause of school success.
    d. a poor question for research because it does not imply empirical investigation.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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28. A student has formulated the following question for research: "Should schools group students on the basis of their scholastic aptitude?" This question violates the criterion that
    a. a question should be researchable.
    b. a question must not be trivial.
    c. a question must strive for a balance between generality and specificity.
    d. None of these options are correct.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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Exhibit 2-3: Identify the most likely source for the research problems listed.

29. *Refer to Exhibit 2-3.* Is there any relationship between locus of control and school achievement?
    a. personal experience
    b. deduction from theory
    c. related research
    d. non-education source

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Understand
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30. *Refer to Exhibit 2-3.* Can the learning effect demonstrated in Smith's study be replicated?
    a. personal experience
    b. deduction from theory
    c. related research
    d. non-education source

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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31. *Refer to Exhibit 2-3.* Does presentation of advance organizers facilitate learning of subsequently presented materials?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Understand
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32. *Refer to Exhibit 2-3.* What is the relationship between school absence and school achievement in the middle school?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Understand
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33. *Refer to Exhibit 2-3.* Does participation in social activities result in an increase in the level of moral development as presented in Kohlberg's model?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom’s: Understand
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34. *Refer to Exhibit 2-3.* Is there a relationship between the prevalence of the AIDS epidemic and parents' attitudes toward sex education?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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35. *Refer to Exhibit 2-3.* Do the results of Van de Green's study on adolescents' behavior conducted in the Netherlands apply to the American culture?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
KEYWORDS:	Bloom's: Remember
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36. *Refer to Exhibit 2-3.* Are the sources of teacher stress reported in the British studies similar to the sources of teacher stress in the United States?

a. personal experience

b. deduction from theory

c. related research

d. non-education source

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-3
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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Exhibit 2-4: Criteria for selection of a research problem may be summarized as follows:

1. The solution of the problem will make a contribution to the body of organized knowledge in education.
2. The problem must be one that is researchable.
3. The problem should be one that will lead to new problems.
4. The problem must be suitable for the particular researcher.

Indicate which, if any, of these criteria has been violated by the following research proposals.

37. *Refer to Exhibit 2-4.* A principal wants to determine if high school students should have after-school jobs.

a. The solution of the problem will make a contribution to the body of organized knowledge in education.

b. The problem must be one that is researchable.

c. The problem should be one that will lead to new problems.

d. The problem must be suitable for the particular researcher.

e. None of these criteria are violated.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-4
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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38. *Refer to Exhibit 2-4.* A first grade teacher wants to do a study involving prediction of postnatal development from fetal activity.
    a. The solution of the problem will make a contribution to the body of organized knowledge in education.
    b. The problem must be one that is researchable.
    c. The problem should be one that will lead to new problems.
    d. The problem must be suitable for the particular researcher.
    e. None of these criteria are violated.

    ANSWER: d
    POINTS: 1
    DIFFICULTY: Easy
    REFERENCES: 2-2 Evaluating Research Problems
    QUESTION TYPE: Multiple Choice
    HAS VARIABLES: False
    PREFACE NAME: Exhibit 2-4
    LEARNING OBJECTIVES: ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
    KEYWORDS: Bloom's: Understand
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39. *Refer to Exhibit 2-4.* The superintendent of Spencer schools plans a survey of taxpayers' attitudes toward the construction of a new elementary school.
    a. The solution of the problem will make a contribution to the body of organized knowledge in education.
    b. The problem must be one that is researchable.
    c. The problem should be one that will lead to new problems.
    d. The problem must be suitable for the particular researcher.
    e. None of these criteria are violated.

    ANSWER: a
    POINTS: 1
    DIFFICULTY: Easy
    REFERENCES: 2-2 Evaluating Research Problems
    QUESTION TYPE: Multiple Choice
    HAS VARIABLES: False
    PREFACE NAME: Exhibit 2-4
    LEARNING OBJECTIVES: ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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40. *Refer to Exhibit 2-4.* A remedial reading teacher wants to identify measures that have a correlation with reading improvement among poor readers.
    a. The solution of the problem will make a contribution to the body of organized knowledge in education.
    b. The problem must be one that is researchable.
    c. The problem should be one that will lead to new problems.
    d. The problem must be suitable for the particular researcher.
    e. None of these criteria are violated.

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-4
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
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41. *Students who enrolled in an introductory research course often find the task of selecting a research problem difficult because*
    a. one must select a problem when one's knowledge of the research process is limited.
    b. there is not a foundation of previous research in education upon which to build.
    c. experience and knowledge in one's area seem to have little relationship to the conduct of research in that area.
    d. there is a paucity of researchable problems for beginning researchers in education.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-1 Sources of Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.01 - Define a research problem and identify sources of problems for educational research, describe the characteristics of a qualitative research problem, and distinguish between quantitative and qualitative research problems.
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42. An assistant superintendent in charge of public relations wants to make a content analysis of the two local newspapers to determine the adequacy of their coverage of school news. This proposed research problem does NOT meet the criterion that the problem should

a. be one that is researchable.

b. be suitable for the particular researcher.

c. be one for which the data necessary to answer the question are available.

d. not be too broad or general.

e. lead to new problems and further research.

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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43. The statement of the problem may be complete with only one variable when one is conducting

a. ex post facto research.

b. correlational research.

c. studies that investigate cause-and-effect relationship.

d. studies that investigate the status quo.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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Exhibit 2-5: Consider the question, "Does the reciprocal teaching method increase the reading comprehension scores of children in sixth grade?" and choose the correct response.

44. *Refer to Exhibit 2-5.* What is the population?
    a. children
    b. reading comprehension scores
    c. reciprocal teaching method
    d. sixth graders
    e. two of these options

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-5
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Understand
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45. *Refer to Exhibit 2-5.* What is the independent variable?
    a. children
    b. reading comprehension scores
    c. reciprocal teaching method
    d. sixth graders
    e. two of these options

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-5
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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46. *Refer to Exhibit 2-5.* What is the dependent variable?

a. children

b. reading comprehension scores

c. reciprocal teaching method

d. sixth graders

e. two of these options

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-5
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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Exhibit 2-6: Consider the question, "Do college students' rate of learning a series of cognitive tasks differ in regard to age and type of motivation (intrinsic or extrinsic)?" and choose the correct response.

47. *Refer to Exhibit 2-6.* What is the population?

a. age

b. college students

c. rate of learning

d. type of motivation

e. two of these options

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-6
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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48. *Refer to Exhibit 2-6.* What is the dependent variable?
    a. age
    b. college students
    c. rate of learning
    d. type of motivation
    e. two of these options

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-6
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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49. *Refer to Exhibit 2-6.* What is the independent variable?
    a. age
    b. college students
    c. rate of learning
    d. type of motivation
    e. two of these options

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-6
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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Exhibit 2-7: Consider the question, "Does student control of seating arrangements affect the classroom management procedures of sixth graders?" and choose the correct response.

50. *Refer to Exhibit 2-7.* What is the population?
    a. classroom management procedures
    b. seating arrangements
    c. sixth-grade children
    d. student control
    e. two of these options

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-7
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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51. *Refer to Exhibit 2-7.* What is the independent variable?
    a. classroom management procedures
    b. seating arrangementsc
    c. sixth-grade children
    d. student control
    e. two of these options

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-7
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
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52. *Refer to Exhibit 2-7.* What is the dependent variable?
    a. classroom management procedures
    b. seating arrangements
    c. sixth-grade children
    d. student control
    e. two of these options

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-7
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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53. A hypothesis provides a
    a. direction for research.
    b. tentative explanation of phenomena.
    c. framework for interpretation of findings.
    d. direction for research and tentative explanation of phenomena.
    e. direction for research, tentative explanation of phenomena, and framework for interpretation of findings.

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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54. Which one of the following is the first step in testing a hypothesis?
    a. deducing consequences that can be observed
    b. asking the views of authorities to see if it satisfies the criteria
    c. selecting or developing research instruments for data collection
    d. reviewing the literature in the field to see if the hypothesis is consistent with the body of knowledge

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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55. An advantage of the hypothesis is that it provides a
    a. direction to the research.
    b. definitive explanation of phenomena that facilitates the extension of knowledge.
    c. framework for reporting the conclusions of the study.
    d. direction to the research and a definitive explanation of phenomena that facilitates the extension of knowledge.
    e. direction to the research and a framework for reporting the conclusions of the study.

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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56. Which one of the following should be included in the statement of a hypothesis?
    a. the variables under investigation
    b. the source from which the hypothesis is derived
    c. the contribution of the hypothesis to the body of knowledge
    d. All of these options are correct.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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57. Which of the following is NOT part of the research plan?
    a. problem
    b. nature of data to be collected for analysis
    c. hypothesis
    d. finding
    e. method

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-5 The Quantitative Research Plan
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.05 - List the elements to be included in a research plan, and write a directional and nondirectional research hypothesis.
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58. Which of the following is NOT acceptable from a research perspective? The researcher
    a. replicated the study.
    b. analyzed the results.
    c. tested the hypothesis.
    d. proved the theory.
    e. predicted a difference.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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59. Which kind of research study is most often conducted without hypotheses?
causal-comparative
    a. experimental
    b. causal-comparative
    c. correlational
    d. survey

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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60. Consider the following statement.
"First-born children scored significantly higher on the need-achievement scale than their siblings born later."
This statement is a

a. directional hypothesis.

b. nondirectional hypothesis.

c. hypothesis that cannot be tested.

d. finding of a research study.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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61. Research hypotheses may result from

a. theories.

b. observation.

c. the findings of previous research.

d. theories, observation, and the findings of previous research.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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62. When a research hypothesis is confirmed in an empirical investigation, one concludes that
    a. the hypothesized relationship has been proven to be true.
    b. the theory from which the hypothesis was derived has been proven to be true.
    c. it is probable that the hypothesized relationship is true.
    d. it is just as probable that the hypothesized relationship is false as it is true.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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63. Which of the following would best meet the criteria of a testable hypothesis?
    a. High school teachers don't spend enough time in one-on-one work experiences.
    b. Computers should be part of the mathematics curriculum in grades 1–6.
    c. Competing with boys in a sport not sex-specific will lessen a girl's expectation for success.
    d. Social learning and development are enhanced by democratic education.
    e. Pupils' failure to read is due to a lack of compassion in some teachers.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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64. If a hypothesis is stated in an "if-then" form, the independent variable is part of
    a. the "if" of the statement.
    b. the "then" of the statement.
    c. either the "if" or "then" of the statement.
    d. None of these options is correct.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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65. Which of the following would be the most suitable hypothesis for study?
    a. The Columbus school district has too many janitors.
    b. For students with learning disabilities, attending a regular classroom is better than attending a segregated classroom.
    c. Solutions to math problems should be taught with computers as well as with paper-and-pencil computation.
    d. Nonsense words are forgotten more quickly than meaningful words.
    e. Teachers who have had a counseling course will be better teachers than those who have not had a counseling course.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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66. Consider the following statement:
"The purpose of this research is to study introverts and extroverts by examining their social behaviors and home life."
Is this statement a hypothesis?

a. Yes, because it states the main purpose of the study.

b. Yes, because it will lead to the testing of the significance between groups.

c. No, because it doesn't state a relationship to be tested.

d. No, because the statement isn't presented in the form of a question.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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67. Which one of the following represents a testable hypothesis that might have been derived from a theory of instruction?

a. Learning by discovery should be the central focus in teaching at the elementary school level.

b. It is the responsibility of teachers to organize material in logical and meaningful segments.

c. Learning and retention increase if the teaching materials are made meaningful for the students.

d. The first step that every teacher should take is to motivate students for learning tasks.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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68. Consider the following hypothesis:
"Children in the fourth grade who receive positive remarks on their English papers will show a greater increase in English achievement than those who receive neutral or no remarks."
This is an example of

a. directional research hypothesis.

b. directional null hypothesis.

c. nondirectional research hypothesis.

d. nondirectional null hypothesis.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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69. Which of the following illustrates the null hypothesis?

a. There is no significant difference in the achievement of groups taught by Method A and Method B.

b. The difference in the effects on achievement of Method A and Method B equals zero.

c. There is no relationship between the method of teaching and achievement.

d. All of these are true.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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70. One of the postulates of Piaget's theory of egocentric behavior is that egocentric children have a conception of reality based only on their own point of view. Which of the following represents a testable hypothesis that could be derived through deductive reasoning from this theory?
    a. Egocentric children are unpopular among their classmates.
    b. Egocentric children rate themselves higher in status with their classmates than they actually are rated by others.
    c. Small-group cooperative learning activities will be better for egocentric children than individualized learning projects.
    d. Egocentric children will be less popular with teachers than will nonegocentric children.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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71. An important consideration in formulating a research hypothesis is to make sure
    a. it is stated in the null form.
    b. the variables can be operationally defined.
    c. the statement does not imply a value judgment.
    d. the variables can be operationally defined and the statement does not imply a value judgment.
    e. it is stated in the null form, the variables can be operationally defined, and the statement does not imply a value judgment.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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72. Consider the following hypothesis:
"There is no significant correlation between intelligence and social adjustment."
This is an example of a

a. null hypothesis.

b. nondirectional hypothesis.

c. directional hypothesis.

d. null and nondirectional hypothesis.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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73. Consider the following hypothesis:
"There is significant positive correlation between academic self-concept and attitude toward school."
This is an example of a

a. directional hypothesis.

b. testable hypothesis.

c. statistical hypothesis.

d. directional and testable hypothesis.

e. directional, testable, and statistical hypothesis.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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74. A null hypothesis is a
    a. statistical term for hypotheses that the data fail to confirm.
    b. statistical hypothesis that says no relationship exists between the variables under investigation.
    c. research hypothesis that has been rejected by research findings.
    d. research hypothesis that states no relationship exists between the variables under investigation.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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75. Which one of the following statements is INCORRECT?
    a. A hypothesis must be testable.
    b. A hypothesis must have explanatory power.
    c. A hypothesis must be consistent with the existing body of knowledge.
    d. A hypothesis must be based on a well-established theory.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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76. An investigator began with a precise and logical hypothesis. He ran a well-planned and well-conducted experiment to test the deduced consequences of this hypothesis. No evidence was found to support the hypothesis. The investigator should report that

a. his study was a failure.

b. the hypothesis was proved false.

c. the hypothesis is probably true but experimental conditions did not permit the effect to be observed.

d. None of these is true.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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77. On the basis of her experience a teacher has formulated a hypothesis regarding the relationship between participation in class discussions and retention of abstract materials. This teacher's hypothesis could be classified as

a. On the basis of her experience a teacher has formulated a hypothesis regarding the relationship between participation in class discussions and retention of abstract materials. This teacher's hypothesis could be classified as

b. a deductive hypothesis.

c. an alternative hypothesis.

d. a null hypothesis.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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78. Testing a hypothesis involves determining
    a. its parsimony.
    b. its logical consistency.
    c. if systematic observations confirm it.
    d. whether it fits with previous knowledge.
    e. All of these options are correct.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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79. Which one of the following statements made to distinguish between theory and hypothesis is correct?
    a. Theories are based on factual information, while hypotheses are the researchers' guesswork.
    b. Theories are more general than hypotheses and usually give rise to a number of hypotheses to be tested by researchers.
    c. Theory and hypothesis are terms used interchangeably by scientists to refer to their views on the relationship between scientific variables.
    d. A theory is a hypothesis that has been confirmed by research findings.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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80. Which of the following is NOT a function of a hypothesis? It provides
    a. a tentative explanation of phenomena.
    b. a testable explanation of phenomena.
    c. a direction for the research.
    d. a proven explanation of phenomena.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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Exhibit 2-8: During a fire drill a teacher marched the class from their classroom to the playground and waited there with them until the drill was over. Upon returning the teacher found Peter, one of the pupils, waiting at his desk. The teacher has formed several hypotheses, which are given in answer options a–d. Choose the hypothesis that is most acceptable.

81. *Refer to Exhibit 2-8.* Which of the hypotheses violated the criterion that: hypotheses must be consistent with the organized body of knowledge.
    a. Peter is an inherently bad boy who had stepped out of line and had run to the classroom by the back stairs in order to infuriate the teacher.
    b. Peter leapt from the ground directly into the classroom window.
    c. Peter has an identical twin whom the teacher did not know about. He and Peter arranged with the principal to stage the fire drill so that they could play this trick on the teacher.
    d. Peter slipped into the boy's room on the way out and returned to his seat from there.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-8
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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82. *Refer to Exhibit 2-8.* Which of the hypotheses violated the criterion that: hypotheses must be testable.

a. Peter is an inherently bad boy who had stepped out of line and ran to the classroom by the back stairs in order to infuriate the teacher.

b. Peter leapt from the ground directly into the classroom window.

c. Peter has an identical twin whom the teacher did not know about. He and Peter arranged with the principal to stage the fire drill so that they could play this trick on the teacher.

d. Peter slipped into the boy's room on the way out and returned to his seat from there.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-8
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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83. *Refer to Exhibit 2-8.* Which of the hypotheses violated the criterion that: hypotheses should follow the principle of parsimony in providing explanations.
    a. Peter is an inherently bad boy who had stepped out of line and ran to the classroom by the back stairs in order to infuriate the teacher.
    b. Peter leapt from the ground directly into the classroom window.
    c. Peter has an identical twin whom the teacher did not know about. He and Peter arranged with the principal to stage the fire drill so that they could play this trick on the teacher.
    d. Peter slipped into the boy's room on the way out and returned to his seat from there.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-8
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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84. *Refer to Exhibit 2-8.* Which of the hypotheses does NOT violate any of the criteria?
    a. Peter is an inherently bad boy who had stepped out of line and ran to the classroom by the back stairs in order to infuriate the teacher.
    b. Peter leapt from the ground directly into the classroom window.
    c. Peter has an identical twin whom the teacher did not know about. He and Peter arranged with the principal to stage the fire drill so that they could play this trick on the teacher.
    d. Peter slipped into the boy's room on the way out and returned to his seat from there.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-8
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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85. Hypotheses derived from Kohlberg's moral development model could be classified as
    a. deductive hypotheses.
    b. inductive hypotheses.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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86. Consider the following hypothesis:
"Children with higher GPA will express greater satisfaction with school than children with lower GPA."
This is an example of a

a. testable hypothesis.

b. directional hypothesis.

c. null hypothesis.

d. testable and directional hypothesis.

e. testable and null hypothesis.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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87. When a hypothesis is NOT confirmed in an empirical investigation, one concludes that

a. The study was not conducted properly.

b. The theory from which the hypothesis was derived is false.

c. The null hypothesis of the study is the true hypothesis.

d. None of these is true.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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88. Consider the following hypothesis:
"Thumbsucking is the effect of fixation at the oral stage of development."
This hypothesis is

a. judgmental.

b. not testable.

c. derived from a theory.

d. judgmental and not testable.

e. not testable and derived from a theory.

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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89. Consider the following hypothesis:
"Use of the inquiry method in teaching high school social studies results in an improvement in students' thinking ability."
Which term in the above hypothesis would most need an operational definition?
a. inquiry method
b. students
c. thinking ability
d. high school
e. improvement

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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90. A hypothesis which is formulated following the observed relationship between phenomena is classified as a(n)
a. inductive hypothesis.
b. deductive hypothesis.
c. workable hypothesis.
d. alternative hypothesis.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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Exhibit 2-9: Consider the hypothesis: "At-risk children who are placed in a regular classroom will show greater increase in achievement than will at-risk children who attend special classes."

91. *Refer to Exhibit 2-9.* What is the independent variable in the above hypothesis?

a. learning

b. social competence

c. institutional programs

d. children with mental disabilities

e. regular classroom placement

ANSWER:	e
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-9
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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92. *Refer to Exhibit 2-9.* What is the dependent variable in the above hypothesis?
    a. learning
    b. achievement
    c. attend public school programs
    d. special education programs
    e. at-risk children

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-9
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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93. Consider the following hypothesis:
"The Cuisenaire method of teaching arithmetic will have an effect on arithmetic achievement in the second grade."
This statement is an example of a
    a. null hypothesis.
    b. nondirectional research hypothesis.
    c. vague and poorly stated hypothesis.
    d. hypothesis that lacks explanatory power.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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94. Consider the following hypothesis:
"There will be a positive relationship between adolescents' attitudes toward school and their academic achievement."
This hypothesis is a

a. testable hypothesis.

b. directional research hypothesis.

c. nondirectional hypothesis.

d. testable hypothesis and directional research hypothesis.

e. directional research hypothesis and nondirectional hypothesis.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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95. Consider the following hypothesis:
"Children who receive immediate reinforcement will show greater gains in arithmetic achievement than children who receive delayed reinforcement."
This statement presents

a. a clearly stated testable hypothesis.

b. a broad and general hypothesis which should be broken down into at least two hypotheses.

c. a hypothesis which is not consistent with the previous knowledge.

d. the objective of a study on the effect of immediate vs. delayed reinforcement.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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96. A teacher observed that during the weeks when the children in her class used computer drills the boys made much higher scores on the spelling quizzes. The teacher wished to investigate this observed relationship in a systematic way. Which of the following research hypotheses would be appropriate for this investigation?
    a. Computer drills are superior in teaching boys to spell.
    b. Use of computer drills results in higher spelling achievement for boys than the use of traditional materials.
    c. There will be no significant difference in the spelling achievement of boys taught by computer drills and those taught by traditional materials.
    d. Classroom teachers do not use appropriate materials in teaching boys to spell.
    e. Boys have fewer opportunities to respond and to receive reinforcement in the traditional classroom, which affects their spelling achievement.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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Exhibit 2-10: Evaluate the adequacy of each of the following statements as a scientific hypothesis.

97. *Refer to Exhibit 2-10.* Students' failure to read is the direct consequence of the irresponsibility of teachers.
    a. adequate hypothesis
    b. inadequate, not testable
    c. inadequate, no statement of relationship
    d. inadequate, not consistent with the existing body of knowledge

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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98. *Refer to Exhibit 2-10.* Pupils will differ from one another in achievement and in reading skills.
    a. adequate hypothesis
    b. inadequate, not testable
    c. inadequate, no statement of relationship
    d. inadequate, not consistent with the existing body of knowledge

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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99. *Refer to Exhibit 2-10.* There will be a significant negative correlation between students' verbal ability and their performance in a problem-solving task.

a. adequate hypothesis

b. inadequate, not testable

c. inadequate, no statement of relationship

d. inadequate, not consistent with the existing body of knowledge

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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100. *Refer to Exhibit 2-10.* Children who do not resolve the Oedipus complex before the age of eight will show a greater degree of homosexuality as adults than will children who do.

a. adequate hypothesis

b. inadequate, not testable

c. inadequate, no statement of relationship

d. inadequate, not consistent with the existing body of knowledge

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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101. *Refer to Exhibit 2-10.* There is a negative relationship between students' social maturity and their participation in social activities.

a. adequate hypothesis

b. inadequate, not testable

c. inadequate, no statement of relationship

d. inadequate, not consistent with the existing body of knowledge

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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102. *Refer to Exhibit 2-10.* There is a positive relationship between teachers' expectations of students and the actual achievement of the students.

a. adequate hypothesis

b. inadequate, not testable

c. inadequate, no statement of relationship

d. inadequate, not consistent with the existing body of knowledge

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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103. *Refer to Exhibit 2-10.* Elementary school pupils whose teachers ask questions at the higher levels of Bloom's Taxonomy will score higher on a criterion measure than will pupils whose teachers ask questions at the lower levels.

a. adequate hypothesis

b. inadequate, not testable

c. inadequate, no statement of relationship

d. inadequate, not consistent with the existing body of knowledge

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-10
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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Exhibit 2-11: Examine the hypotheses provided in answer options a–d, then answer the questions.

104. *Refer to Exhibit 2-11.* Which one is a directional hypothesis?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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105. *Refer to Exhibit 2-11.* Which one is a null hypothesis?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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106. *Refer to Exhibit 2-11.* Which one involves more than one dependent variable?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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107. *Refer to Exhibit 2-11.* Which one has most likely been derived from a theory?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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108. *Refer to Exhibit 2-11.* Which one is NOT testable?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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109. *Refer to Exhibit 2-11.* Which one involves more than one independent variable?

a. The presentation of advance organizers will raise the amount of learning and retention of the subsequently presented materials.

b. There is no significant relationship between self-esteem and academic achievement.

c. There is an interaction effect between method of teaching mathematics and gender of students upon learning of mathematics in high school.

d. There is a relationship between the emotional maturity of elementary school children and their experiences during the first two years of their childhood.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-11
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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110. The purpose of a pilot study is to

a. help the researcher decide if the study is feasible.

b. assess the appropriateness and practicality of the data-collection instruments.

c. provide experience in finding solutions to unanticipated problems.

d. All of these options are correct.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-5 The Quantitative Research Plan
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.05 - List the elements to be included in a research plan, and write a directional and nondirectional research hypothesis.
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111. Which of the following would be the most suitable hypothesis for a research study?
   a. Indiana University admits too many out-of-state students.
   b. Indiana University admits too few out-of-state students.
   c. Students who studied computer science in high school are better prepared for college than students who studied traditional courses.
   d. Students who took Latin in high school will score higher on the English placement test than students who did not take Latin.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-5 The Quantitative Research Plan
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.05 - List the elements to be included in a research plan, and write a directional and nondirectional research hypothesis.
KEYWORDS:	Bloom's: Understand
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112. A teacher wishes to compare a new approach to teaching math (Method A) with the traditional approach (Method B), because she thinks Method A will improve the learning of math. Prior to the study, what general research hypothesis should the teacher state?
   a. The traditional method (Method B) of teaching math is inadequate.
   b. Method A should be utilized to teach math.
   c. Can Method A be used successfully to teach math in this particular situation?
   d. Students will learn more math with Method A than with Method B.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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113. There is a negative relationship between the number of older siblings and the mental maturity scores of six-year-old children. This statement is an example of a

a. null hypothesis.

b. directional hypothesis.

c. nondirectional hypothesis.

d. research problem.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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Exhibit 2-12: Evaluate the adequacy of each of the following statements as a scientific hypothesis.

114. *Refer to Exhibit 2-12.* Children who attend Sunday School are more likely to go to Heaven than children who do not.

a. inadequate, less than two variables

b. inadequate, no statement of relationship

c. inadequate, not testable

d. adequate hypothesis

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-12
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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115. *Refer to Exhibit 2-12.* Pupils will differ from one another in reading achievement and arithmetic achievement.

a. inadequate, less than two variables

b. inadequate, no statement of relationship

c. inadequate, not testable

d. adequate hypothesis

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-12
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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116. *Refer to Exhibit 2-12.* Children from homes of a high socioeconomic status will make more positive evaluations of a variety of school-related concepts than will children from homes of low socioeconomic status.

a. inadequate, less than two variables

b. inadequate, no statement of relationship

c. inadequate, not testable

d. adequate hypothesis

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-12
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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117. Elementary school children who study programming will score higher on a reasoning test than similar children who do not study programming. This statement is an example of

a. a directional research hypothesis.

b. a nondirectional research hypothesis.

c. a null hypothesis.

d. None of these options is correct.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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Exhibit 2-13: Classify each of the following hypotheses as directional research, nondirectional research, or null.

118. *Refer to Exhibit 2-13.* Consider the following hypothesis:
There is a relationship between students' use of word processing and the quality of their written compositions.
This is an example of:

a. directional research

b. nondirectional research

c. null

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-13
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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119. *Refer to Exhibit 2-13.* Consider the following hypothesis:
There is no difference in the attitudes toward school of children who read above grade level and those who read below grade level.
This is an example of:

a. directional research

b. nondirectional research

c. null

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-13
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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120. *Refer to Exhibit 2-13.* Consider the following hypothesis:
Elementary school children who read above grade level will have more positive attitudes toward school than those who read at or below grade level.
This is an example of:

a. directional research

b. nondirectional research

c. null

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-13
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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121. *Refer to Exhibit 2-13.* Consider the following hypothesis:
There is no relationship between intelligence and ordinal position of birth among siblings.
This is an example of:

a. directional research

b. nondirectional research

c. null

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-13
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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122. *Refer to Exhibit 2-13.* Consider the following hypothesis:
Methods A and B are equally effective in teaching English composition.
This is an example of:

a. directional research

b. nondirectional research

c. null

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
PREFACE NAME:	Exhibit 2-13
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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123. Which one of the following is NOT included in the criteria for an acceptable research hypothesis?
   a. It explains existing data in simpler terms than competing hypotheses do.
   b. It has better than a 50 percent chance of being true.
   c. It fits into a framework of existing theories.
   d. It does not contradict the laws of nature.
   e. It presents an adequate explanation of the research problem.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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124. Which of the following statements is true of null hypotheses?
   a. They state that there is no relationship between variables.
   b. They are used to determine how likely it is that observed results are due to chance alone.
   c. They are hypotheses that researchers typically hope to retain.
   d. They state that there is no relationship between variables, and they are used to determine how likely it is that observed results are due to chance alone.
   e. They state that there is no relationship between variables, they are used to determine how likely it is that observed results are due to chance alone, and they are hypotheses that researchers typically hope to retain.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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125. The main advantage of a pilot study of a proposed research study is that it
a. permits a check of the data collection and the analysis procedures.
b. provides more control over the procedures than is generally possible in the actual research project.
c. enables the researcher to know in advance the likely outcome of the study.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-5 The Quantitative Research Plan
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.05 - List the elements to be included in a research plan, and write a directional and nondirectional research hypothesis.
KEYWORDS:	Bloom's: Understand
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126. Null hypotheses are employed to
a. prove there is a relationship between the variables of the study.
b. prove there is no relationship between the variables.
c. investigate why there is no relationship when one is expected.
d. compare findings of a study with what would be expected by chance.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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127. When testing a hypothesis, a researcher uses
a. inductive reasoning to determine the expected consequences.
b. deductive reasoning to determine the expected consequences.
c. Both of these options are true.
d. Neither of these options is true.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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128. If the research hypothesis states that alcohol affects short-term memory, the null hypothesis states that alcohol
a. does not decrease short-term memory.
b. decreases short-term memory.
c. has no effect on short-term memory.
d. increases short-term memory.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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129. The null hypothesis that is appropriate to state with a directional research hypothesis asserts that
   a. the independent variable has no effect.
   b. the independent variable has no effect.
   c. the independent variable does not have an effect in the direction predicted by the research hypothesis (H_1).
   d. chance alone is responsible for the observed differences between conditions, and the independent variable does not have an effect in the direction predicted by the research hypothesis (H_1).

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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130. The null hypothesis is a hypothesis that
   a. predicts that the treatment will have an effect.
   b. is denoted by the symbol H_1.
   c. is always stated in terms of population parameters.
   d. All of these options are correct.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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131. If the researcher has a reasonably high expectation concerning the relationship between the variables of the study, the researcher would most likely state the hypothesis in a(n) _____ form.

a. interrogative

b. directional

c. nondirectional

d. null

e. objective

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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132. Research hypotheses can be derived by reasoning _____ from theories or _____ from observation.

a. inductively, deductively

b. deductively, inductively

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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133. Educational theories are useful, in part, because they
a. provide the research methodology.
b. generate hypotheses.
c. verify observations.
d. prove predictions.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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134. A researcher stated the following hypothesis: "The new instructional program in middle school social studies will produce more enlightened voters than the traditional program." This hypothesis most violates the criterion that hypotheses should be
a. worthy of investigation.
b. testable.
c. stated as concisely as possible.
d. consistent with the existing body of knowledge.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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135. The tentative speculations that researchers make about the relationship between the variables in a study are called
    a. constructs.
    b. theories.
    c. hypotheses.
    d. principles.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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136. Which of the following hypotheses is directional?
    a. There will be a significant relationship between the number of hours students work and their grade point averages.
    b. There will be a significant difference in the achievement of students taught by Method A and those taught by Method B.
    c. There will be a significant relationship between parent and student reports of family involvement in homework.
    d. Students who participate in extracurricular activities will have significantly more positive attitudes toward school than students who do not participate in extracurricular activities.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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137. Which of the following is an acceptable hypothesis?
   a. Students taught by the phonics method achieve higher reading scores than students taught by the whole language approach.
   b. The phonics method will be better than the whole language approach in elementary reading instruction.
   c. Elementary schools should return to the use of phonics in teaching reading.
   d. Elementary school teachers prefer the phonics method in teaching reading.

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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138. The acceptance of a theory as a basis for research depends primarily on its
   a. parsimonious explanation of observed facts.
   b. usefulness in leading to confirmable hypotheses.
   c. consistency with previously established knowledge.
   d. ability to point up new areas of investigation.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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139. Which of the following is a testable hypothesis?
   a. Global warming will result in more tsunamis in the next 100 years.
   b. People who claim to have been abducted by aliens have higher scores on a paranoia scale than people in the general population.
   c. A list of meaningful words can be memorized more quickly than a list of nonsense syllables.
   d. Prayer will bring about healing of those stricken with AIDS.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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140. Educational researchers test the generalizability of research findings already reported by
   a. deduction.
   b. induction.
   c. replication.
   d. description.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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141. In which of the following types of research is a hypothesis most likely to "emerge" following observation?
a. correlational research
b. quasi-experimental research
c. qualitative research
d. quantitative research
e. inferential research

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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142. Consider the following research hypothesis:
Tangible reinforcement is more effective in promoting the learning of math concepts among kindergarten children than intangible reinforcement.
What would the alternate hypothesis be?
a. Tangible and intangible reinforcement are equally effective in promoting the learning of math concepts among kindergarten children.
b. Tangible reinforcement is less effective in promoting the learning of math concepts among kindergarten children than intangible reinforcement.

ANSWER:	b
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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143. How do researchers usually handle a null hypothesis?

a. Adopt it but try to revise it.

b. Assess it and try to debug it.

c. Assume it is true but try to reject it.

d. Study it and try to prove it.

ANSWER:	c
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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144. Which of the following pairs involving types of variables is INCORRECT?

a. extraneous, outcome

b. independent, cause

c. attribute, subject difference

d. dependent, effect

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Remember
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Subjective Short Answer

145. State three ethical concerns to consider when selecting a research problem.

ANSWER:	Three ethical concerns are: 1. getting informed consent from the intended subjects, 2. protecting subjects from harm, and 3. preserving subjects' privacy.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
DATE CREATED:	10/30/2017 6:56 AM
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146. Define researchable problem.

ANSWER:	It is a question about which it is possible to gather empirical data that answer the question.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
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147. A graduate student has tentatively decided on a quantitative research problem. List four criteria that should be used to evaluate the problem.

ANSWER:	The four criteria that should be used to evaluate the problem are: (1) It is researchable. (2) It will contribute to the body of knowledge. (3) It is ethical. (4) It is significant.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
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148. Consider the following saying:
"An apple a day keeps the doctor away."
If you wanted to investigate this claim, identify the independent and dependent variables of the study.

ANSWER:	Eating an apple daily is the independent variable; good health (keeping the doctor away) is the dependent variable.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
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149. A teacher wants to investigate whether the school system should adopt a year-round schedule. Is this a good problem for research?

ANSWER:	No, not as stated. Research does not ask questions about what should be done.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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150. Restate the following problem in a researchable form:
A teacher wants to investigate whether the school system should adopt a year-round schedule.

ANSWER:	How do teachers and parents in this school system feel about a year-round schedule? A survey could be conducted to gather information which would be helpful in making a decision.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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151. List four characteristics of a useful theory in research.

ANSWER:	A good theory: (1) is testable, (2) has internal consistency, (3) provides the simplest, clearest, and most plausible explanation for the phenomenon under investigation, and (4) deals with a significant phenomenon that needs explanation.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Remember
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152. How does the problem statement in qualitative research differ from that in quantitative research?

ANSWER:	The problem statement in quantitative research asks a question about the relationship between two variables; the problem in qualitative research is much more general and indicates a focus of inquiry rather than a specific question.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-3 The Research Question
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS:	Bloom's: Understand
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153. List three criteria for an acceptable qualitative research problem.

ANSWER: Three criteria for an acceptable qualitative research problem include:

1. It is one about which the researcher has a real interest,
2. It is one where the researcher can locate a site and subjects, and
3. It is significant because it will make a contribution to the body of knowledge in education.

POINTS: 1
DIFFICULTY: Easy
REFERENCES: 2-2 Evaluating Research Problems
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS: Bloom's: Understand
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154. What is the difference between the research problem and the research hypothesis?

ANSWER: The problem asks a question about the relationship between two (or more) variables. The hypothesis states the expected answer to the question.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 2-3 The Research Question
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: ARYJ.IRIE.19.02.03 - Define terms such as population and the different types of variables as used in a quantitative study, and write a research question using operational definition of variables.
KEYWORDS: Bloom's: Understand
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155. Students in a research class often say that they want to prove the hypotheses of their study. What would you say to these student researchers?

ANSWER:	It is not possible to prove a hypothesis. Based on the data gathered and the statistical analysis, the researcher tentatively retains or rejects the hypothesis.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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156. List four characteristics of an acceptable hypothesis for a research study.

ANSWER:	An acceptable hypothesis: 1. states the expected relationship between variables, 2. is testable, 3. is consistent with the existing body of knowledge, and 4. is stated simply and concisely.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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157. Cognitive dissonance theory states that requiring persons to express an opinion that goes against their real belief may cause the persons to change their belief. Deduce a testable hypothesis from this theory.

ANSWER:	A smoker who is required to write a report documenting the health risks of smoking will change their attitudes toward smoking.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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158. Why does a quantitative researcher state a hypothesis before gathering data?

ANSWER:	A hypothesis indicates that the researcher has sufficient knowledge in the area to undertake the investigation, and the hypothesis gives direction to the collection of the data. A well-grounded hypothesis may save the researcher a great deal of time and effort.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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159. List three purposes of a hypothesis in research.

ANSWER:	The hypothesis provides: (1) a tentative explanation for the phenomenon under investigation, (2) direction to the research process, and (3) a framework for reporting the findings and conclusions.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Remember
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160. What components make up a quantitative research plan?

ANSWER:	a statement of the research problem, a statement of the hypothesis(es) with operational definitions of the variables; the proposed methodology specifying the design, population, sampling procedure, and measuring instruments; and the proposed data analysis
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-5 The Quantitative Research Plan
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.05 - List the elements to be included in a research plan, and write a directional and nondirectional research hypothesis.
KEYWORDS:	Bloom's: Remember
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161. Distinguish between directional and nondirectional research hypothesis.

ANSWER: A directional research hypothesis specifies the direction of the predicted relationship between variables; a nondirectional hypothesis states that a relationship exists but does not specify the direction of the expected finding.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-4 The Hypothesis in Research

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.

KEYWORDS: Bloom's: Remember

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162. A researcher is interested in the relationship between ability grouping and reading achievement among third graders. State (a) a research hypothesis, (b) an alternate hypothesis, and (c) a null hypothesis for this study.

ANSWER: Example hypotheses for this study are:

a. *Research hypothesis:* Third graders who have been placed in reading class according to their reading ability will achieve at a higher level on an end-of-year standardized reading test than will third graders who were placed in heterogeneous groups.
b. *Alternate hypothesis:* Third graders who are placed in heterogeneous groups will achieve at a higher level on an end-of-year standardized reading test than will third graders who are placed in homogeneous groups.
c. *Null hypothesis:* There is no relationship between using ability grouping for third grade reading and students' achievement on an end-of-year standardized reading test.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-4 The Hypothesis in Research

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.

KEYWORDS: Bloom's: Remember

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163. What is the purpose of a null hypothesis in a research study?

ANSWER:	A null hypothesis permits researchers to assess whether an apparent relationship between variables is genuine or is likely to be a function of chance. If statistical tests indicate that the observed relationship has only a very slight probability of occurring by chance, then we can reject the null hypothesis of no difference or no relationship in favor of the alternate hypothesis.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Subjective Short Answer
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
KEYWORDS:	Bloom's: Understand
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Essay

164. Arthur Schawlow wrote, "To do successful research, you don't need to know everything; you just need to know of one thing that isn't known." What are the implications of this quote for finding a problem for your research project?

ANSWER:	Responses will vary.
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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165. Name, in order of importance to you, five considerations you would keep in mind when selecting a topic for possible research. Select a tentative topic for research, and write a directional research hypothesis.

ANSWER:	Responses will vary.
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	2-2 Evaluating Research Problems
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.02 - State the criteria for evaluating a research problem, and use the criteria to evaluate a problem.
KEYWORDS:	Bloom's: Understand
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166. It is often said that "The hypothesis is the heart of a research study." Explain why you think this would be true.

ANSWER:	Responses will vary.
POINTS:	1
DIFFICULTY:	Medium
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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167. What are the characteristics you would look for in a usable hypothesis?

ANSWER:	Responses will vary.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	2-4 The Hypothesis in Research
QUESTION TYPE:	Essay
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ARYJ.IRIE.19.02.04 - Define hypothesis and understand its purpose in quantitative research, define null hypothesis and its operational definition and be able to give examples and explain its use in hypothesis testing, identify a testable hypothesis from given examples, and write a research hypothesis and a null hypothesis for a quantitative research study.
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