Preface

Teaching and learning about research methods is both challenging and a great deal of fun. This new edition of *Methods in Behavioral Research* maintains the features of previous editions that have been appreciated by both the instructors and the students. Clear communication of concepts is my highest priority. I have tried to present material clearly and use interesting examples. I have also tried to enhance learning by describing many important concepts in several contexts throughout the book; research shows that redundancy aids understanding. I have also emphasized the need to study behavior using a variety of research approaches. An outline precedes each chapter; study terms and review and activity questions appear at the end of each chapter. Important terms are boldfaced in the text and defined in the glossary.

RESOURCES

A Web site devoted to learning about research methods is maintained at http://methods.fullerton.edu. This site provides an easy way to obtain more information about the topics presented in the text through resources available on the World Wide Web.

An Online Learning Center is available for both students and instructors at www.mhhe.com/cozby8. For students, this online resource provides numerous study aids to enhance the learning experience. Students will find practice quizzes and Internet exercises and links that complement the text. For instructors, this online resource contains the *Instructor's Manual,* an image bank, and Web links to help prepare course material. The *Instructor's Manual* contains many student activities and assignments as well as exam questions.

ORGANIZATION

The organization generally follows the sequence of planning and conducting a research investigation. However, the chapters are relatively independent to provide instructors maximum flexibility in assigning the order of chapters. For example, chapters on research ethics and survey research methods are presented early in the book, but instructors who wish to present this material later in a course can easily do so. Chapter 1 gives an overview of the scientific approach to knowledge and distinguishes between basic and applied research. Chapter 2

discusses sources of ideas for research and the importance of library research. Chapter 3 focuses on research ethics; ethical issues are covered in depth here and emphasized throughout the book. Chapter 4 examines psychological variables and the distinction between experimental and nonexperimental approaches to studying relationships among variables. Chapter 5 focuses on measurement issues, including reliability and validity. Nonexperimental research approaches, including naturalistic observation, case studies, and content analysis, are described in Chapter 6. Chapter 7 covers sampling as well as the design of questionnaires and interviews. Chapters 8 and 9 present the basics of designing and conducting experiments. Factorial designs are emphasized in Chapter 10. Chapter 11 discusses the advantages and disadvantages of quasi-experimental and single-case experimental designs. Chapters 12 and 13 focus on the use of statistics to understand research results. Finally, Chapter 14 discusses generalization issues, meta-analyses, and the importance of replications. Appendixes on writing research reports, conducting statistical analyses, and constructing Latin squares are included as well.

NEW TO THIS EDITION

This edition has incorporated many changes suggested by users of previous editions. The ethics chapter has been reorganized to reflect the themes of the *Belmont Report,* and the new APA Ethics Code is referenced. The fifth edition of the APA *Publication Manual* has been incorporated into Appendix A. Also, there is a new example article. Statistical information has been expanded to include material on effect size and confidence intervals. New graphing material has been included in the chapter on complex experimental designs. All quasi-experimental designs now appear together in a single chapter as well.

ACKNOWLEDGMENTS

Many individuals helped to produce this and previous editions of this book. Franklin Graham, who guided this book through previous editions at Mayfield Publishing Company, has retired and is very much missed. Fortunately, Ken King at McGraw-Hill has done a wonderful job as the editor for this edition. Thanks go to Adrienne Armstrong for editing the manuscript and Hal Lockwood of Penmarin Books for production management. Mitch Okada did a wonderful job updating the *Instructor's Manual,* and Diana Kyle did a superb job in creating the Online Learning Center. I am extremely grateful for the input I have received from numerous students and instructors, and I particularly thank the following individuals who provided detailed reviews for this edition:

Paul Atchley, University of Kansas
Lindsey L. Cohen, West Virginia University

Margaret M. Gittis, Youngstown State University

Merrill Hiscock, University of Houston

Diana Kyle, Fullerton College

Harold Sigall, University of Maryland, College Park

Ed de St. Aubin, Marquette University

Theodore E. Steiner, San Francisco State University

On a personal note, I would like to thank the people in my life who have helped in numerous ways in producing the book: Jeanne King, Josh Cozby, Brisco Cozby, Don Hecht, Gil Linne, David Perkins, Tom Klammer, Greg Robinson, Claire Palmerino, Dan Kee, Kathy Brown, Frank Bagrash, William Smith, Stan Woll, Dennis Berg, Bill Marelich, Kim Shattuck, and Lisa Marr.

I am always interested in receiving comments and suggestions from students and instructors. Please send e-mail to cozby@fullerton.edu or ccozby@ncu.edu.