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## Non-experimental quantitative research pdf

### Non experimental quantitative research meaning. What is non experimental quantitative research. Non experimental quantitative research definition. Non experimental quantitative research examples.

Define nonexperimental research, distinguish it clearly from experimental research, and give several examples. Explain when a researcher might choose to conduct nonexperimental research as opposed to experimental research. is research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. In a sense, it is unfair to define this large and diverse set of approaches collectively by what they are not. But doing so reflects the fact that most researchers in psychology consider the distinction between experimental and nonexperimental research to be an extremely important one. This distinction is because although experimental research can provide strong evidence that changes in an independent variable cause differences in a dependent variable, nonexperimental research generally cannot. As we will see, however, this inability does not mean that nonexperimental research is less important than experimental research or inferior to it in any general sense. When to Use Nonexperimental Research As we saw in Chapter 6, experimental research is appropriate when the researcher has a specific research question or hypothesis about a causal relationship between two variables—and it is possible, feasible, and ethical to manipulate the independent variable and randomly assign participants to conditions or orders of conditions. It stands to reason, therefore, that nonexperimental research is appropriate—even necessary—when these conditions are not met. There are many ways in which preferring nonexperimental research can be the case. The research question or hypothesis can be about a single variable rather than a statistical relationship between two variables (e.g., How accurate are people's first impressions?). The research question can be about a noncausal statistical relationship between variables (e.g., Is there a correlation between verbal intelligence and mathematical intelligence?). The research question can be about a causal relationship, but the independent variable cannot be manipulated or participants cannot be randomly assigned to conditions or orders of conditions (e.g., Does damage to a person's hippocampus impair the formation of long-term memory traces?). The research question can be broad and exploratory, or it can be about what it is like to have a particular experience (e.g., What is it like to be a working mother diagnosed with depression?). Again, the choice between the experimental and nonexperimental approaches is generally dictated by the nature of the research question. If it is about a causal relationship and involves an independent variable that can be manipulated, the experimental approach is typically preferred. Otherwise, the nonexperimental approach is preferred. But the two approaches can also be used to address the same research question in complementary ways. For example, nonexperimental studies establishing that there is a relationship between watching violent television and aggressive behaviour have been complemented by experimental studies confirming that the relationship is a causal one (Bushman & Huesmann, 2001). Similarly, after his original study, Milgram conducted experiments to explore the factors that affect obedience. He manipulated several independent variables, such as the distance between the experimenter and the participant, the participant and the confederate, and the location of the study (Milgram, 1974). Types of Nonexperimental Research Nonexperimental research falls into three broad categories: single-variable research, correlational and quasi-experimental research, and qualitative research. First, research can be nonexperimental because it focuses on a single variable rather than a statistical relationship between two variables. Although there is no widely shared term for this kind of research, we will call it . Milgram's original obedience study was nonexperimental in this way. He was primarily interested in one variable—the extent to which participants obeyed the researcher when he told them to shock the confederate—and he observed all participants performing the same task under the same conditions. The study by Loftus and Pickrell described at the beginning of this chapter is also a good example of single-variable research. The variable was whether participants "remembered" having experienced mildly traumatic childhood events (e.g., getting lost in a shopping mall) that they had not actually experienced but that the research asked them about repeatedly. In this particular study, nearly a third of the participants "remembered" at least one event. (As with Milgram's original study, this study inspired several later experiments on the factors that affect false memories.) As these examples make clear, single-variable research can answer interesting and important questions. What it cannot do, however, is answer questions about statistical relationships between variables. This detail is a point that beginning researchers sometimes miss. Imagine, for example, a group of research methods students interested in the relationship between children's being the victim of bullying and the children's self-esteem. The first thing that is likely to occur to these researchers is to obtain a sample of middle-school students who have been bullied and then to measure their self-esteem. But this design would be a single-variable study with self-esteem as the only variable. Although it would tell the researchers something about the self-esteem of children who have been bullied, it would not tell them what they really want to know, which is how the self-esteem of children who have been bullied compares with the self-esteem of children who have not.

	Qualitative (describing)	Quantitative (measuring)
Experimental/quasi-experimental (has control group)	Approaches which describe something in control groups and treatment groups. Rarely used on its own; typically used to supplement a quantitative experimental approach. For example, a study may include in-depth qualitative interviews with a sample of individuals in a treatment and control group.	Approaches which measure something in control groups and treatment groups. Typical approach in randomized controlled trials and quasi-experimental methods (where control group is not randomized).
Non-experimental* (no control group)	Non-experimental approaches which aim to collect and analyse information to describe something. Includes ethnographic approaches, key informant interviews, focus groups and methods of analysing text.	Non-experimental approaches which measure something. For example, this includes pre/post-intervention evaluations, quantitative surveys, economic analysis and much epidemiological research.

Is it lower? Is it the same? Could it even be higher? To answer this question, their sample would also have to include middle-school students who have not been bullied thereby introducing another variable. Research can also be nonexperimental because it focuses on a statistical relationship between two variables but does not include the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. This kind of research takes two basic forms: correlational research and quasi-experimental research. In , the researcher measures the two variables of interest with little or no attempt to control extraneous variables and then assesses the relationship between them. A research methods student who finds out whether each of several middle-school students has been bullied and then measures each student's self-esteem is conducting correlational research.

### Nonexperimental Quantitative Research

- **Defining Characteristic:** Lack of manipulation of independent variable.
  - Researcher studies what naturally occurs or has already occurred.
- **Why nonexperimental?**
  - Because many IVs can't be manipulated or have already occurred.
    - Example: You can't assign babies to smoking and nonsmoking comparison groups!
  - **Categorical IVs:** gender, parenting style, learning style
  - **Quantitative IVs:** intelligence, age, GPA, level of self-esteem



In quasi-experimental research, the researcher manipulates an independent variable but does not randomly assign participants to conditions or orders of conditions. For example, a researcher might start an antibullying program (a kind of treatment) at one school and compare the incidence of bullying at that school with the incidence at a similar school that has no antibullying program. The final way in which research can be nonexperimental is that it can be qualitative. The types of research we have discussed so far are all quantitative, referring to the fact that the data consist of numbers that are analyzed using statistical techniques. In qualitative research, the data are usually nonnumerical and therefore cannot be analyzed using statistical techniques. Rosenhan's study of the experience of people in a psychiatric ward was primarily qualitative. The data were the notes taken by the "pseudopatients"—the people pretending to have heard voices—along with their hospital records. Rosenhan's analysis consists mainly of a written description of the experiences of the pseudopatients, supported by several concrete examples. To illustrate the hospital staff's tendency to "depersonalize" their patients, he noted, "Upon being admitted, I and other pseudopatients took the initial physical examinations in a semipublic room, where staff members went about their own business as if we were not there" (Rosenhan, 1973, p. 256). Qualitative data has a separate set of analysis tools depending on the research question. For example, thematic analysis would focus on themes that emerge in the data or conversation analysis would focus on the way the words were said in an interview or focus group. Internal Validity Revisited Recall that internal validity is the extent to which the design of a study supports the conclusion that changes in the independent variable caused any observed differences in the dependent variable. Figure 7.1 shows how experimental, quasi-experimental, and correlational research vary in terms of internal validity. Experimental research tends to be highest because it addresses the directionality and third-variable problems through manipulation and the control of extraneous variables through random assignment. If the average score on the dependent variable in an experiment differs across conditions, it is quite likely that the independent variable is responsible for that difference. Correlational research is lowest because it fails to address either problem. If the average score on the dependent variable differs across levels of the independent variable, it could be that the independent variable is responsible, but there are other interpretations.

#### W041 Non-Experimental Research

For this discussion, address the logic of non-experimental, non-correlational research. Then, find and analyze a psychology research article that addresses, or is related to, your research topic in which the researcher used a non-experimental, non-correlational approach (and which you could use in your literature review). You may use an article you found previously for your literature review. Complete your post as follows:

- Briefly summarize the article and identify the variables
- Explain how the research exemplifies non-experimental, non-correlational research, and identify the specific design, if appropriate
- Analyze the aspects of the research that enabled the researcher to draw conclusions about the results. Include a description of the threats to validity that are particularly relevant to this study, and describe what the researcher did to reduce these threats
- Explain how various design elements affected the researcher's conclusions
- Discuss how the article contributes to and informs your literature review about your topic

Ensure that your post includes proper APA citations. Provide an APA References list at the end of your post. Provide a persistent link to your article, or submit a PDF file as an attachment to your discussion post. The Persistent Links and Digital Object Identifiers (DOIs) library guide provides useful information for finding DOIs and persistent links inside different library databases.

#### Response Guidelines

Read your peers' discussion posts and respond to at least two of them. Ask questions of clarification or interest and provide feedback on the substance of their posts. In addition, share any relevant resources with your peers that might be helpful. Your responses are expected to be substantive in nature and should reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views.

- 1) Address the logic of non-experimental, non-correlational research

According to Leddy & Omerod (2013), non-experimental approach to research affords a researcher the opportunity to investigate events or conditions after they have occurred to

In some situations, the direction of causality could be reversed. In others, there could be a third variable that is causing differences in both the independent and dependent variables. Quasi-experimental research is in the middle because the manipulation of the independent variable addresses some problems, but the lack of random assignment and experimental control fails to address others. Imagine, for example, that a researcher finds two similar schools, starts an antibullying program in one, and then finds fewer bullying incidents in that "treatment school" than in the "control school." There is no directionality problem because clearly the number of bullying incidents did not determine which school got the program. However, the lack of random assignment of children to schools could still mean that students in the treatment school differed from students in the control school in some other way that could explain the difference in bullying. Figure 7.1 Internal Validity of Correlation, Quasi-Experimental, and Experimental Studies. Experiments are generally high in internal validity, quasi-experiments lower, and correlation studies lower still. Notice also in Figure 7.1 that there is some overlap in the internal validity of experiments, quasi-experiments, and correlational studies. For example, a poorly designed experiment that includes many confounding variables can be lower in internal validity than a well designed quasi-experiment with no obvious confounding variables. Internal validity is also only one of several validities that one might consider, as noted in Chapter 5. Nonexperimental research is research that lacks the manipulation of an independent variable, control of extraneous variables through random assignment, or both. There are three broad types of nonexperimental research. Single-variable research focuses on a single variable rather than a relationship between variables. Correlational and quasi-experimental research focus on a statistical relationship but lack manipulation or random assignment. Qualitative research focuses on broader research questions, typically involves collecting large amounts of data from a small number of participants, and analyses the data nonstatistically.





In general, experimental research is high in internal validity, correlational research is low in internal validity, and quasi-experimental research is in between. Discussion: For each of the following studies, decide which type of research design it is and explain why. A researcher conducts detailed interviews with unmarried teenage fathers to learn about how they feel and what they think about their role as fathers and summarizes their feelings in a written narrative. A researcher measures the impulsivity of a large sample of drivers and looks at the statistical relationship between this variable and the number of traffic tickets the drivers have received. A researcher randomly assigns patients with low back pain either to a treatment involving hypnosis or to a treatment involving exercise. She then measures their level of low back pain after 3 months.

## Experimental vs. Nonexperimental

### What's the difference?

#### EXPERIMENTAL

- There is an intervention that the researcher manipulates.
- Researcher has direct control over the variables.
- Some say this is the only way to truly determine cause.
- "The way things could be."

#### NONEXPERIMENTAL

- The researcher does not manipulate anything.
- Researcher does not have direct control.
- Researcher can only describe variables and relationships.
- "The way things are."

A college instructor gives weekly quizzes to students in one section of his course but no weekly quizzes to students in another section to see whether this has an effect on their test performance. Research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. Research that focuses on a single variable rather than a statistical relationship between two variables. The researcher measures the two variables of interest with little or no attempt to control extraneous variables and then assesses the relationship between them. The researcher manipulates an independent variable but does not randomly assign participants to conditions or orders of conditions. The non-experimental study refers to a research design in which an investigator observes phenomenon as it is without altering or controlling any of the available variables in the study. On the other hand, experimental research refers to a type of research design in which the investigation is carried out in a controlled environment. This means that the researcher has the freedom to alter any of the variables to assess their effect on other variables present in the study. Quasi-experimental studies give a researcher the freedom to carefully select study subjects. Quasi-experimental studies encompass a broad range of non-randomized intervention studies as they are frequently used when it is not logistically feasible or ethical to conduct a randomized controlled trial. (Harris et al., 2006). Several differences exist between the above types of research designs. One main distinction in these three types of research designs is the freedom of an investigator to alter the study variables. A researcher is usually allowed to modify the variables in experimental and quasi-research designs while in non-experimental study design, a researcher can only observe the phenomenon as it is without manipulating any variables. Experimental and quasi-experimental designs have an intervention, so they involve questions about differences, while non-experimental models have no interventions and look at associations (Baker, 2017). Both non-experimental and quasi-experimental studies do not necessarily use control groups in experiments, while experimental studies require a control group.

Another difference lies in style used to select research subjects or groups to be investigated in the study. Experimental research designs apply the random assignment of subjects while non-experimental and quasi-experimental designs do not use random assignment of research subjects. This means that in experimental studies, each item or participant has the same or equal chance as other participants to be allocated into any experimental group. On the other hand, in non-experimental and quasi-experimental studies, a researcher assigns the participants he/she thinks will be most suited to the research. Finally, another significant difference lies in the establishment of a cause and effect relationship between the variables; dependent and independent. In experimental studies, the existence of a cause and effect relationship between variables is very likely. In quasi-experimental studies, a cause and effect relationship is also quite likely to be established. However, the relationship lacks as much assurance as in the case of an experimental study. On the contrary, in non-experimental studies, a cause and effect relationship is not established because the investigator's main priority is the provision of detailed results. Clinical research is quite invaluable to nursing practice. As advanced practice nurses (APNs), NPs are uniquely positioned to lead and participate in a study that is meaningful to their complex practice environments (Lambart et al., 2017). This is where all the above research designs come in. Each type of research design has its advantages and disadvantages, and it is up to a researcher to choose the model that suits their research. Non-experimental studies can be used for observational purposes to give descriptive results.

For instance, APNs can use this type of research design to determine the prevalence rates of a specific disease. Since experimental designs are used for determining the relationship between two variables, they can be used to assess the effectiveness of a particular type of treatment. Finally, since quasi-experimental designs are similar to experimental designs except for random assignment, they can be used to study and identify risk factors that nurses can include for patient assessments or the effect of the introduction of new interventions such as new order-entry systems. References Baker, C.

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