



▲ This work is protected by  
US copyright laws and is for  
instructors' use only.


**Test Bank**  
*For*  
**Educational Research: Planning,  
Conducting, and Evaluating Quantitative  
and Qualitative Research**  
**Sixth Edition**

**John W. Creswell, *University of Michigan***  
**Timothy C. Guetterman, *University of Michigan***

*Prepared by*  
**Timothy C. Guetterman, *University of Michigan***

Boston Columbus Indianapolis New York San Francisco Hoboken Amsterdam

Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto  
Delhi Mexico City Sao Paolo Sydney Hong Kong Seoul Singapore Taipei Tokyo



**This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.**

---

Copyright © 2019, 2015, 2012 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit [www.pearsoned.com/permissions/](http://www.pearsoned.com/permissions/).

Instructors of classes using *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Sixth Edition*, by John W. Creswell and Timothy C. Guetterman, may reproduce material from the Test Bank for classroom use.

10 9 8 7 6 5 4 3 2 1

ISBN-10: 0134519345

ISBN-13: 9780134519340



[www.pearsonhighered.com](http://www.pearsonhighered.com)

## Table of Contents

<b>Chapter 1</b>	The Process of Conducting Research Using Quantitative and Qualitative Approaches	<b>1</b>
<b>Chapter 2</b>	Identifying a Research Problem	<b>7</b>
<b>Chapter 3</b>	Reviewing the Literature	<b>11</b>
<b>Chapter 4</b>	Specifying a Purpose and Research Questions or Hypotheses	<b>17</b>
<b>Chapter 5</b>	Collecting Quantitative Data	<b>24</b>
<b>Chapter 6</b>	Analyzing and Interpreting Quantitative Data	<b>30</b>
<b>Chapter 7</b>	Collecting Qualitative Data	<b>36</b>
<b>Chapter 8</b>	Analyzing and Interpreting Qualitative Data	<b>41</b>
<b>Chapter 9</b>	Reporting and Evaluating Research	<b>46</b>
<b>Chapter 10</b>	Experimental Designs	<b>51</b>
<b>Chapter 11</b>	Correlational Designs	<b>56</b>
<b>Chapter 12</b>	Survey Designs	<b>61</b>
<b>Chapter 13</b>	Grounded Theory Designs	<b>66</b>
<b>Chapter 14</b>	Ethnographic Designs	<b>70</b>
<b>Chapter 15</b>	Narrative Research Designs	<b>74</b>
<b>Chapter 16</b>	Mixed Methods Designs	<b>79</b>
<b>Chapter 17</b>	Action Research Designs	<b>84</b>
<b>Answer Key</b>		<b>88</b>

## Chapter 1. The Process of Conducting Research Using Quantitative and Qualitative Approaches

For each question below, circle the correct or best answer.

1. Which one of the reasons below is the best argument for why research is important?
  - a. It is the primary work of faculty members in universities.
  - b. It informs policy makers about important issues.
  - c. It is useful in developing your research skills.
  - d. It helps the researcher prove their ideas.
  
2. To apply research in your practical educational setting, you might
  - a. examine what other practitioners are doing in their settings.
  - b. find out what research has to say by examining research studies.
  - c. look to research methods professors in your courses.
  - d. go to the educational library and begin to locate topics.
  
3. While studying educational research, you are likely to develop the following skills except
  - a. the ability to negotiate topics with faculty.
  - b. the ability to organize large amounts of information.
  - c. the ability to write for an audience.
  - d. the ability to effectively use library resources.
  
4. Which of the following is the best example of a research problem?
  - a. The need to conduct additional research on teaching
  - b. The need to address problems of poor nutrition in middle school
  - c. The need to learn about education
  - d. The need to address problems with research
  
5. A stakeholder with an interest in your study asks you to highlight the positive results and leave out the negative results. What type of ethical issue have you breached if you follow the request?
  - a. The right to privacy
  - b. The need to actively look for ways to "give back"
  - c. The right to avoid from personal disclosure
  - d. The honest reporting of research
  
6. Which one of the following organizations has set standards for the ethical practice of educational research?
  - a. American Ethics Union

- b. American Educational Research Association
- c. American Principles of Ethical Practices
- d. American Ethical Research Association

7. Place in order from 1 to 6 the steps in the process of research:

- \_\_\_\_\_ reviewing the literature
- \_\_\_\_\_ specifying a purpose
- \_\_\_\_\_ analyzing and interpreting data
- \_\_\_\_\_ reporting and evaluating research
- \_\_\_\_\_ collecting data
- \_\_\_\_\_ identifying a research problem

8. Identify three skills that you bring to research from your life experiences.

---

---

---

---

9. List three potential shortcomings of educational research today.

---

---

---

---

10. Describe three ways in which a research study might contribute to knowledge about an educational topic.

---

---

---

---

11. A researcher decides to study an elementary-school classroom. This investigator wants to surprise the teacher and the students and comes in to the class unannounced during a spelling test. Describe the type of ethical issue that arises in this situation.

---

---

12. How are quantitative and qualitative research similar?

- a. Both follow the steps in the research process

- b. Both use similar formats for presenting the research problem
  - c. Both use data collection procedures
  - d. Quantitative and qualitative research are similar in all of these ways
13. In which way are quantitative and qualitative research similar in the use of the literature?
- a. The development of the research questions
  - b. The writing of the literature review section
  - c. The justification of the research problem
  - d. The suggestion of the study purpose
14. Which of the following sequences best characterizes research?
- a. Posing a problem, collecting data, and addressing the problem
  - b. Posing a question, collecting data, and answering the question
  - c. Posing a question, collecting data, and presenting a solution
  - d. Posing a hypothesis, collecting data, and falsifying the hypothesis
15. You are examining a published journal article to determine if it is more of a quantitative or qualitative study. All of the following characteristics would help you identify that it is a quantitative study except
- a. the inclusion of specific research questions.
  - b. the use of numeric or numbered data.
  - c. the sample of a large number of individuals.
  - d. the interpretation of the larger meaning.
16. Which of the following designs are associated with qualitative research?
- a. Survey designs
  - b. Correlational designs
  - c. Grounded theory designs
  - d. Experimental designs
17. Which of the following is the best reason for selecting either a quantitative or qualitative approach to your study?
- a. You are more comfortable with words than numbers.
  - b. Your research problem addresses characteristics of one of the approaches.
  - c. You already have a survey to use.
  - d. Your literature review suggests one of the approaches.
18. What characteristic of quantitative research is evident in the parent involvement study by Deslandes and Bertrand (2005)?
- a. The researchers do not refer to themselves.

- b. The problem of parent involvement in education is an issue today
  - c. The implications suggest a different way of considering parent involvement.
  - d. The authors had first-hand experiences with parenting children
19. What characteristic of qualitative research is evident in the mothers' trust in school principals study (Shelden et al., 2010)?
- a. The researchers focused on quality issues in the schools.
  - b. The research questions are broad, open-ended questions.
  - c. The researchers report numbers related to IEP meetings.
  - d. The authors remain invisible throughout the study.
20. Look at the title to the mothers' trust in school principals study (Shelden et al., 2010), "School Principals' Influence on Trust: Perspectives of Mothers of Children with Disabilities." What qualitative characteristic does this title suggest to a reader?
- \_\_\_\_\_
- 
21. Examine the title of the parent involvement study by Deslandes and Bertrand (2005), "Motivation of parent involvement in secondary-level schooling." What quantitative characteristic does this title suggest to a reader?
- \_\_\_\_\_
- 
22. Identify the type of research design that a researcher might use to examine the impact of a new lesson plan on student achievement of elementary 4th grade children.
- \_\_\_\_\_
- 
23. What type of research problem is best studied using a quantitative approach?
- \_\_\_\_\_
- 
24. What type of research problem is best studied using a qualitative approach?
- \_\_\_\_\_



---

25. As you compare quantitative and qualitative research studies, what three differences are often the easy to identify when you are reading an article?

---

---

---

---

26. A research study contains in-depth interviews with participants based on a set of questions designed by the researchers. From the data, the authors specify a number of themes and then follow up with a brief survey to elicit attitudes. Is this study mostly quantitative or qualitative?

---

---

27. What two research designs combine characteristics from both quantitative and qualitative research?

---

---

---

28. For each of the following statements, indicate whether it is a characteristic more applicable to quantitative or qualitative research or both. Place an "X" in the appropriate column.

	QUANTITATIVE	QUALITATIVE
a. Use of predetermined instruments	_____	_____
b. Standard and fixed writing structure	_____	_____
c. Biased reporting	_____	_____
d. Questions to elicit participants' Experiences	_____	_____
e. Analysis by themes	_____	_____

- f. Major role of the literature \_\_\_\_\_
  - g. Small number of individuals studied \_\_\_\_\_
  - h. Comparison of results with predictions \_\_\_\_\_
  - i. Justification of the research problem \_\_\_\_\_
- 

29. At which step in the research process should researchers consider potential ethical issues?
- a. In specifying a problem to study
  - b. Throughout the research study
  - c. In data collection and data analysis
  - d. In the interpretation of the data
30. In compiling a research report for audiences, the researcher should:
- a. Report only findings that will not contradict the audience's predictions
  - b. Report when participants have misused data
  - c. Report the practical use of the study results
  - d. Report the favorable and deemphasize unfavorable results

**Test Bank Answer Key**

**Chapter 1. The Process of Conducting Research Using Quantitative and Qualitative Approaches**

- 1. b
  - 2. b
  - 3. a
  - 4. b
  - 5. d
  - 6. b
  - 7.
- 2   reviewing the literature
- 3   specifying a purpose
- 5   analyzing and interpreting data
- 6   reporting and evaluating research
- 4   collecting data

1 identifying a research problem

8. Possible answers include: An ability to solve puzzles; an ability to write, such as letters; an ability to look up materials in the library; an ability to focus attention for a sustained period of time
9. Possible answers include: Lack of direct useful conclusions; contradictory or vague results; questionable data; unclear statements of intent; lack of full disclosure of data collection procedures; inadequate description of the research problem
10. Possible answers include: It adds to knowledge; it adds to practice; it lifts up the voices of participants; it informs policy debates and decisions.
11. The ethical issue involved is one of honoring a research site and not wanting to disturb it unnecessarily.
12. d
13. c
14. b
15. d
16. c
17. b
18. a
19. b
20. Participants' experiences or views of mothers of children with disabilities
21. Explanation-oriented, explaining parent-involvement decisions
22. An experiment or quasi-experimental research design
23. When the researcher wants to describe trends or explain relationships among variables.
24. When the researcher wants to explore or develop a deep understanding of a phenomenon.
25. Possible answers: students will likely mention the type of data collected (numbers verses words), the data analysis (statistics versus text analysis or themes), and the number of individuals studied (large versus small).
26. Qualitative
27. Mixed methods designs and action research designs
28.
  - a. QUANTITATIVE
  - b. QUANTITATIVE
  - c. QUALITATIVE
  - d. QUALITATIVE

- e. QUALITATIVE
  - f. QUANTITATIVE
  - g. QUALITATIVE
  - h. QUANTITATIVE
  - i. QUANTITATIVE, QUALITATIVE
29. b
30. c