



Nelson Community and Family Studies

Preliminary and HSC



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Nelson community and family studies: Preliminary and HSC

1st Edition
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Neighbours may also provide support and assistance; for instance, children living in the same street playing together in one of their homes while a parent purchases the weekly shopping, or neighbours being available for a social chat or minding a pet while a family is on holidays.

Formal support networks

Common examples of formal support networks would include childcare facilities, recreational and sporting facilities, employment agencies, community centres, social security allowances and disability services. The need for these formal supports may vary throughout an individual's life span as some families will have greater need for specific formal support networks at only a certain point in the family life cycle, such as the expanding stage.

Access and availability for different families

Access to and availability of support networks are important for all individuals and families as the resources provided assist families to satisfy needs and wants. The degree of access and availability can therefore influence the wellbeing of individuals, families and the whole community.

Community wellbeing is dependent on the wellbeing of people living within the community. Individuals and families who have the social and economic resources to satisfy needs and wants are more likely to participate and be active in the community and thus make a positive contribution.

Availability and accessibility are interrelated. Examples include:

- Individuals and families may have support networks available, though they may not have access to them.
- Individuals and families may be willing to access support networks, but they may not be available.
- Individuals and families may have support networks available and are willing to access them to satisfy needs and wants.

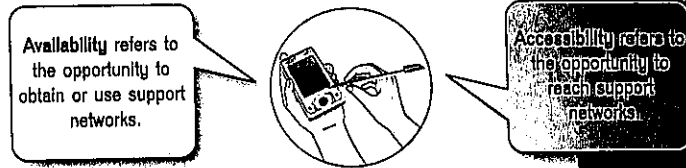


Figure 3.24 Availability and accessibility

Check for understanding

- 1 List five formal support networks available to your family.
- 2 Where would you be able to source this information from?
- 3 Tick the support networks from your list accessed by your family, and describe the method used to access them and how often.

Think it through

- 1 Explain why informal and formal support networks may not be available to an individual or family. Support your answer with relevant examples.

Availability
Refers to the opportunity for families or individuals to obtain or use support networks

Accessibility
Refers to the opportunity for families or individuals to reach support networks

Questionnaire
A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes. It is completed by the respondent

Survey
A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes. It is filled in by the researcher after asking the respondents questions

Questionnaire as a research method

Questionnaires and surveys consist of a set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes. Questionnaires are completed by the respondents themselves, whereas surveys are filled in by the researcher after asking the respondent questions.

Constructing and conducting research

Constructing a questionnaire requires some thought and planning if it is to be simple and straightforward for the respondent to understand and answer. This in turn will make it easier for the researcher to collect and interpret the results. Aspects of the questionnaire that you will need to decide on are given on the following pages.

The information required for your research

For the topic:

'To investigate the support networks that are utilised by families in your local community?'

carry out some initial reading to identify the facts:

- What are support networks?
- What are different types of families?
- What are examples of formal support networks?
- What are examples of informal support networks?
- How do families contact them?
- Do they need to travel to them?

Now you have some understanding of the topic to further develop your questionnaire.

Suitable types of questions

Closed questions

Closed questions provide a limited range of responses. They are often easier to collate and interpret. A check box, frequency scale (such as never/sometimes/always), attitudinal scale (strongly agree through to strongly disagree) or other variables are able to be included in these questions. For examples of closed questions, refer to Figures 3.25, 3.26 and 3.27.

Open-ended questions

Open-ended questions provide the opportunity for an open response that is not guided by the researcher; a line or space is provided on the questionnaire for their answer. For instance, 'Why are informal support networks important to your family?'

Which informal support networks have you accessed in the last six months?

- Close family
- Relatives
- Friends
- Neighbours
- Other

Figure 3.25 Closed question with checkbox

How often have you accessed information support networks in the last six months?

	1-5 times	6-10 times
Close family	<input type="checkbox"/>	<input type="checkbox"/>
Relatives	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Figure 3.26 Closed question with frequency scale

How do you contact/communicate with informal support networks?

	Home phone	Mobile phone	Email
Close family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 3.27 Closed question with possible variables in response

Appropriate wording of question

It is important to include questions that:

- are easy to understand
- use clear, simple language
- ask only one question at a time
- are listed in a logical order.

It is also important to begin with easy questions to put people at ease.

Clear layout and presentation

After you have decided on the questions for your questionnaire, ask a friend to read and answer them as a test run. This will help to ensure that questions are suitable and have a clear layout w

plenty of space for answers. Then make any required changes to the questions so that the questionnaire is ready to hand out.

Conducting the questionnaire

Conducting the questionnaire refers to its distribution and collection. For the purpose of practising this research method, select up to six respondents as the sample group. The researcher would have already decided to either conduct a survey (in which the questions are filled in

by the researcher after asking the respondent questions) or a questionnaire (where the questions are completed by the respondent themselves).

The advantages and disadvantages of conducting questionnaires are listed in Table 3.4.

TABLE 3.4 Advantages and disadvantages of questionnaires

Advantages	Disadvantages
Questions can be designed to collect both quantitative and qualitative data.	Questions may be misinterpreted and cannot be explained to the respondent.
It is quick to distribute to respondents.	It requires respondents to have satisfactory literacy skills.
Data can be collected from a large group of people in a reasonable timeframe.	The amount of information collected can be limited.
Questions are completed by respondent avoid interviewer bias.	It is time-consuming to design questions and present them neatly.
Respondents have time to consider their responses at a convenient time and in private.	If there are too many questions or too many details required, respondents may not participate and complete the questionnaire.
A written record of data is easy to access.	Missing responses to questions that the respondents do not understand can create bias.
Closed questions are easy to tally and present statistically.	The researcher has to wait for responses to be returned.
Quantitative data is easy to interpret.	There is the possibility of low-response rate due to failure to complete and return the questionnaire.
Each respondent is given an equal opportunity to respond to each question, providing greater reliability.	Qualitative data may be difficult to compare.

Check for understanding

- 1 Differentiate between a survey and questionnaire.
- 2 Outline the advantages of checkboxes or attitudinal scales on questionnaires.
- 3 Explain how the disadvantages associated with questionnaires can be minimised by a researcher.

important that you choose a topic that is interesting and stimulating and that will motivate you to learn more about your area of interest and complete the project well.

In the very early stages of your research project, you need to develop a plan that incorporates some form of time management. Without this, it is easy to become disorganised, 'get lost' in the process, run out of time and get into a terrible panic towards the end as 'submission day' approaches.

One way to develop such a plan is to break up the IRP process into a series of steps, each of which will assist you to complete each section of the IRP. Feel a

sense of success as you complete each step. Record them in your diary. Reward yourself! Share your news by telling your parents, friends and teachers.

Throughout this chapter, many ideas, scaffolds and student work samples are provided to assist you to develop an understanding of each of these steps.

As mentioned, one way to develop a time-management plan for your IRP is to break the IRP process into a series of steps. These steps are outlined in Table 4.1.

Remember that while these steps are written in a linear format, you will often find that you are completing two or three steps at the same time, almost in a parallel fashion.

TABLE 4.1 Research process steps

Research proposal	1	Be organised.
	2	Select a suitable focus area and develop a research proposal.
	3	Use a variety of sources of data – primary and secondary.
	4	Consider ethics and issues in research.
	5	Select suitable research methods and sampling strategies.
	6	Develop the IRP project plan – submit for marking.
	7	Write in your project diary – submit for marking as required.
Research action	8	Prepare, conduct and record primary data.
	9	Collect and record secondary data.
	10	Conduct data presentation.
	11	Analyse and interpret data.
	12	Draw conclusions.
Research presentation	13	Complete the organisation and presentation of your product.
	14	Compile your bibliography.
	15	Finalise the appendix.

Check for understanding

- 1 In your own words, outline what is required for the IRP.
- 2 Describe how you are going to record your progress.

Think it through

- 1 Estimate how much time it will take to carry out each of these steps. Remember that you may need to allow time for people to complete and return letters and surveys and to locate secondary sources of data.

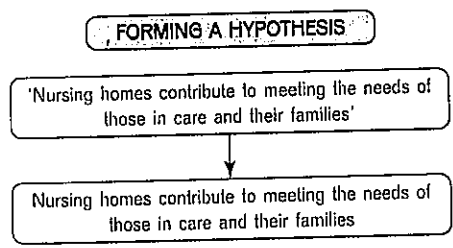
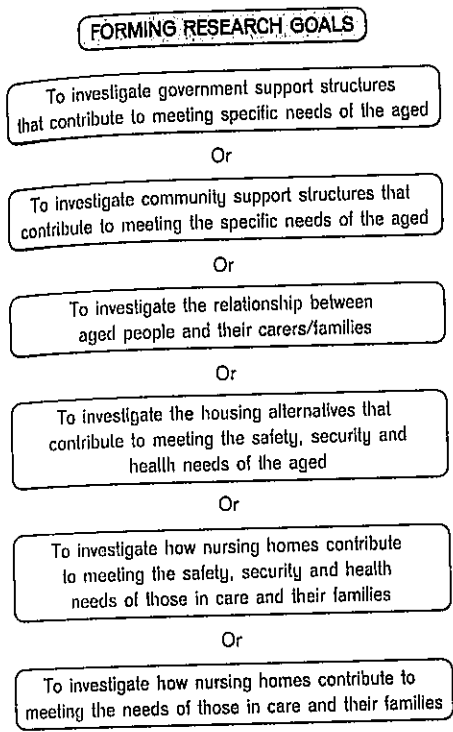


Figure 4.4 Refining the research topic from the mind map in Figure 4.3

Secondary sources

Your first step should be to search **secondary sources** for what has already been written about your chosen topic. Libraries are a good place to start, such as your school or local public library or a TAFE or university library. Often the librarian can give suggestions about where to look or places to go for sources of information, as well as provide assistance in developing your researching skills.

Look at electronic sources – such as the Internet, computer programs, television and radio, statistics, podcasts, webcasts or other multimedia

resources – and other print sources, including books, journals, magazines, newspapers, encyclopaedias and pamphlets.

Search engines are software programs that help users find information stored on a personal computer or, more commonly, a network of computers such as the Internet. A search engine retrieves a list of World Wide Web sites, files, images, news and other data.

The most popular search engines include:

- Google
- Microsoft Network (MSN) Search
- Yahoo!
- Firefox
- AltaVista
- Answers
- Excite.

Other websites that can be useful are related to media multinationals, such as the Australian Broadcasting Commission, SBS, Channel Nine or the Australian Bureau of Statistics.

This preliminary reading should help you formulate the questions you want to ask in your own research and is the beginning of your literature review. As you find information, you should record the name, source and publication details so that it is available later and/or when compiling your bibliography. Remember that if you use other people's ideas or quote from other people's findings, you will need to acknowledge this. A referencing scaffold can be seen in Table 4.2 on page 116, which may be used for collating bibliographic and referencing information. Later on in the research process you may also use some of this secondary data for comparison, discussion and analysis in your results.

No matter what forms of secondary sources of data that have been researched, the most important source of data for your project should be your own **primary sources**. These include people, individuals, organisations or groups who you can interview, survey or observe.

Did you know ...

To write the hypothesis as a positive statement, replace the goal 'to investigate' with 'that'. When you are happy with the sound of the hypothesis as you read it aloud, it is possible to remove 'that' as the leading word.

Secondary source
Data that have been gathered and recorded by someone else. For instance, information acquired from the Internet, videos, databases, reference and textbooks, pamphlets and statistical reports of other people's research

Primary source
Data that are collected first-hand by the researcher. The information is obtained directly by observing behaviour or by asking people questions through interviews or questionnaires

TABLE 4.2 A referencing scaffold

Author	Title	Year	Page	Publisher
Eunson, B.	Communicating for team-building	1994		John Wiley and Sons, Qld
Baxter, B. & Gray, M.	Family matters 'Work and family responsibilities through life'	2008	79	Australian Institute of Family Studies, Melbourne

People or individuals may include your teacher, family members, friends, neighbours, experts or specialists in particular areas (managers, doctors, dieticians, counsellors).

Organisations or groups can include professional organisations (local chamber of business), charity groups (Salvation Army, Mission Australia), government departments (local councils, Centrelink, police), specialist groups (sporting associations) and medical and health authorities (Australian Physiotherapy Association, Area Health Service).

Check for understanding

1 Complete the following table to identify specific data sources that you can access. Remember the PEOPLE.

Source of data	Examples that I can access for my research
P People or individuals	
E Electronic sources	
O Organisations or groups	
P Print sources	
L Libraries	

CH E CK that you have a range of data sources.

selecting numbers or letters to label research responses so that participants cannot be identified on the basis of their responses ensuring that data and opinions are not revealed to others processing raw data so that collective information is included in reports carefully storing data during the research process and then shredding data prior to disposal.

Step 4: Consider ethics and issues in research

Ethics

A system of moral principles or standards governing the appropriate conduct for an individual or group with respect to a specific situation; that is, the principles used to judge right or wrong, good or bad

Confidentiality

Refers to a privileged communication that cannot be revealed to another person

Anonymity

Refers to being free from identification

There are certain ethical considerations to bear in mind when conducting research. When people are involved in research, it is important to consider their feelings and all aspects of privacy.

Privacy

The right to privacy is a paramount consideration in relation to research ethics. Privacy can be protected and confidentiality and anonymity assured by: asking for permission prior to carrying out any primary research or using equipment such as a digital video camera to record data

Respect for subjects of research

As voluntary participants in research, individuals have rights that must be respected. During your research, you should:

Plan questions that are worded carefully so that they are not too personal and do not cause distress or offend.

Be aware of the physical, emotional and social wellbeing of participants so that no risks are involved.

Make sure that you have voluntary participation and informed consent. An individual must be made aware of the nature of the study and what is involved, and have given their verbal or written consent. If using children as subjects, it is necessary to obtain permission from the

parent or guardian of each child. If either the parent or child does not give informed consent, the child may not be a subject in the research.

- Offer the opportunity for the participant to see the final report and its findings.

ISSUE

HSC regulations

Mandatory participation in the 'HSC: All My Own

Work' program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. Three of the modules covered – 'Acknowledging Sources', 'Plagiarism' and 'Copyright' – will assist you to understand the regulations that directly relate to the completion of your IRP.

The requirements of the IRP are expressed in the Board of Studies Community and Family Studies syllabus on pages 31–32 and 53. In summary, the IRP must:

- be the student's own work
 - relate to the course content of one or more of the following areas:
 - individuals
 - groups
 - families
 - communities
 - resource management
- acknowledge sources in a bibliography and appendix
- consist of a project plan, project diary and product.

Integrity

Professional integrity is important in research. A researcher must be honest and truthful; they are accountable for undertaking and presenting research without changing, modifying or suppressing any material. Data should be presented without bias or distortion; and if bias or subjectivity does occur, this should be mentioned with the interpretation or analysis of data. Making certain

Think it through

visit

Monash University
Language and
Learning Online

- 1 While the Internet provides fast and easy access to a wealth of information, the accuracy and validity of the information may need to be examined. Look at the Monash University Language and Learning Online site to find advice on evaluating web pages.
- 2 Develop a six-point checklist to evaluate Internet sites you find related to your IRP.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | 1 | Is the info current – check date on home page, latest update? |
| <input type="checkbox"/> | 2 | |
| <input type="checkbox"/> | 3 | |
| <input type="checkbox"/> | 4 | |
| <input type="checkbox"/> | 5 | |

that the entire research process is thorough, reliable and valid will also contribute to its integrity.

Reliability

If a research method is **reliable**, it could be used again under the same conditions with the same subjects and you would expect to obtain similar results – just like a test could be considered reliable if a person's score on the same test when given again is similar. It is important to remember that reliability is not measured: it is estimated.

The reliability of the results for your IRP can be assured by having organised systems and processes in place for preparing, conducting and recording of primary data.

Validity

A research study that demonstrates **validity** should be based on a suitable research methodology and undertaken so that the results can be interpreted with a reasonable degree of certainty and provide some useful generalisations. For example, a research study that requires fifteen year olds to complete a questionnaire based on what they have eaten for the past three days may be valid as most fifteen year olds would be able to

Reliability
Refers to the consistency of measurement

Validity
Refers to measurement that accurately reflects what it was intended to measure

accurately recall what they have eaten over this timeframe and complete the written answers. In contrast, carrying out this research with four year olds would not be valid as most four year olds would neither be able to accurately recall what they have eaten over this timeframe nor complete a written response.

The validity of the results for your IRP can be assured by having:

- completed sufficient reading of secondary sources of data so that you are reasonably knowledgeable on your topic and will not therefore rely on biased judgements
- a good understanding of research methodologies
- more than one research methodology in your data collection.

The relationship between reliability and validity is illustrated in Figure 4.5.

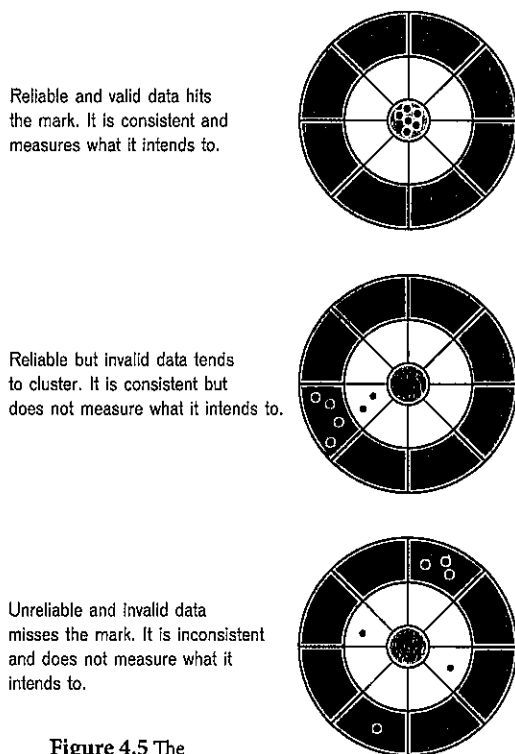


Figure 4.5 The relationship between reliability and validity

Bias

Bias can occur when the researcher or data are influenced in favour of one point of view or angle. Table 4.3 shows examples of bias in research.

TABLE 4.3 Examples of bias in research

Research factors that can create bias	Example
Asking leading questions	'Why do you prefer family day care over other types of childcare?'
Choosing a sampling method that does not reflect the age, gender or culture of the population	Distributing questionnaires to three males and fifteen females
Recording data that supports your hypothesis rather than being objective	Omitting to document behaviours or actions during an observation; subjectively choosing some data results to interpret and analyse

Check for understanding

- 1 For the research proposal 'Entertainment technologies have a negative impact on the social wellbeing of school-age children', suggest strategies to ensure:
 - the privacy of the individuals
 - the respect for the subjects of the research
 - the minimisation of bias.

Step 5: Select suitable primary research methodologies and sampling strategies

Once you have established a hypothesis, you will need to examine the types of research methodologies that best suit your proposal. Research methodologies that collect quantitative data include surveys, interviews, questionnaires and experiments, while qualitative data are more commonly obtained from observations, interviews, questionnaires and case studies. It is often valuable when selecting types of research to combine *both* qualitative and quantitative methods because the objective data from quantitative research, on the one hand, can provide a good outline of what is happening in a situation and the more subjective

Bias

Unfair preference or distortion

Quantitative data

Research that involves collecting facts in the form of numerical data, which can then be analysed using counting, measuring and graphing. It is more objective, reliable and subject to less bias than qualitative research

Qualitative data

Research that involves collecting facts and information regarding peoples' beliefs, feelings, attitudes and opinions to gain insight into the area. It is more subjective and subject to greater bias than quantitative research

Check for understanding

- Identify the type of research methodology that best suits each of the following situations:
 - investigating the interpersonal relationship between twins
 - examining the employment of mothers after childbirth
 - a study of schoolchildren who catch a bus to school by the local bus company.
- Compare qualitative and quantitative research based on:
 - the purpose of the research
 - sample size
 - data collection
 - data analysis
 - research findings.
- Summarise the advantages and disadvantages of each research methodology and related ethical issues by completing the PMI chart below.

Possible research methodology	Plus	Minus	Ethical issues
Structured interview			
Unstructured interview			Must ask permission to record interview
Questionnaire – open-ended questions			
Questionnaire – closed questions			
Case study			
Observation			

Refer to the Preliminary course sections for detailed information on:

- Structured and unstructured interviews: page 26
- Questionnaire: page 105
- Case study: page 60
- Observation: page 55
- Literature review: page 79

Think it through

Based on the information that you identified in the PMI chart above, answer these questions in relation to *your* hypothesis.

- Name three research methodologies that would be most suitable.
- Explain why they are suitable.
- How will you deal with the ethical issues listed?
- What human and non-human resources are available to assist you in using these research methodologies?

data from qualitative research, on the other hand, can provide examples and fill in the details. Before you decide on appropriate methods, it would be wise to review your knowledge of each methodology.

What is sampling?

While deciding on research methodologies that are appropriate for your project, you will need to consider a suitable sample method and size.

The basic concept behind **sampling** is that while it would be ideal to be able to choose a large group of people for research, this is often

Sampling

The process of choosing the people, place and time to collect primary data

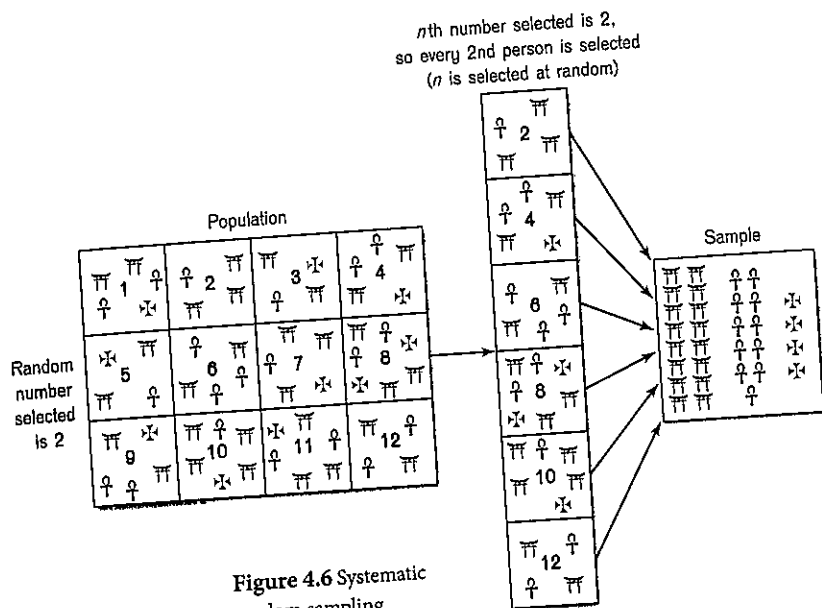


Figure 4.6 Systematic random sampling

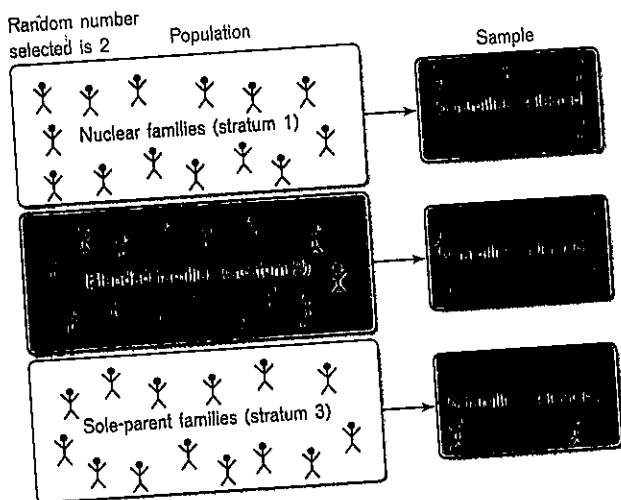


Figure 4.7 Stratified random sampling

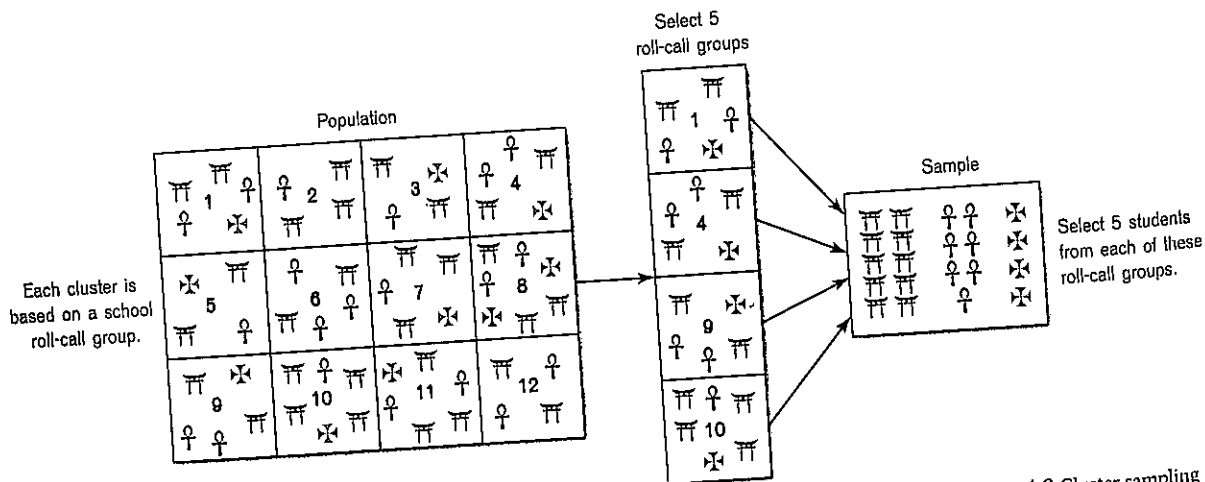


Figure 4.8 Cluster sampling

impossible due to constraints, such as limited time, money or even access to people. By choosing a smaller sample of people, we can hope that the findings can be extended to the entire group. Therefore, the most important characteristic of the chosen sample is that it covers a cross-section of the population, and is representative of the group being considered.

There are three easy steps that assist with deciding on your sample strategy:

- define the type of sampling method suitable for your research
- identify the sampling frame
- choose the sample size.

Each is explored further below.

Define the type of sampling method suitable for your research

Five common examples of sampling methods for you to consider are:

- 1 A random sample involves selecting people so that everyone has an equal chance of being selected.
- 2 A systematic random sample is obtained by choosing one number at random and then every n th unit after this random start (Figure 4.6). For instance, by randomly selecting 7 and 4 as the n number, you could choose house number 7

- and then select every 4th house after that in your street to deliver your questionnaire.
- 3 A stratified random sample is where the population is divided into strata (layers) groups and then random selection occurs within each strata (Figure 4.7). This means that the researcher can ensure that there is a more balanced representation in each of the strata groups, and that the groups can be compared with each other.
 - 4 A cluster sample is where the population is divided into clusters and random selection is made within the clusters (Figure 4.8). For example, if the clusters are to be school roll-call groups, five roll-call groups are selected at random and then the researcher chooses five students from each of these groups. By choosing this method, the researcher does not need to consider the 'frame', as noted below.
 - 5 Convenience sampling occurs when a researcher selects people because they are easily located, such as friends in a Year 12 peer group or family members. These results tend to have the lowest credibility as they can be biased and are not representative of the population.

Identify the sampling frame

You can identify the sampling frame by deciding where the sample group is to be chosen from, or where there is a list to draw the sample from.

Choose the sample size

The nature of your research proposal will indicate what is appropriate; however, a suitable sample size for an IRP questionnaire would be about twenty people. This may be complemented by two interviews, a case study or two to three observations.

When choosing a sampling strategy, it is necessary that it suits the purpose of the research project, the resources available, the questions being asked and any limitations that you may

Check for understanding

- 1 Jon has to find out how much time high school students at his school spend on homework and studying each week. He is able to access the database with a list of all enrolled students for his sample group.
 - a In this situation the sampling frame has been provided. How would you advise him to distribute questionnaires to either a random or systematic random sample?
 - b Assume that he could also access information about each student's year of enrolment and electives. How might you obtain a stratified random sample? How might you obtain a cluster sample?

have. Whichever method is selected, it should be documented in your research so that any indication of bias can be acknowledged.

Step 6: Develop the IRP project plan

Having completed research proposal steps 1–5, you should be able to revise your mind map created in step 2 so that it includes the hypothesis, ideas for the direction of your research, possible research methodologies, suggested primary and secondary data sources and sampling strategy. This information will provide the basis of your IRP project plan. A sample scaffold for this mind map can be seen in Figure 4.9 on page 122.

The IRP project plan outlines the directions for your project. It is a formal means of writing about the progress of your project so far; it also allows you to provide this information to your teacher and to receive feedback on its suitability and appropriateness for the ongoing progress of your research process. The student sample on page 122 has been annotated to indicate content and layout for the project plan.

Figure 4.10 Sample IRP diary entry

Date	Action	Result	Further action and/or reflection
Fri 18	Lately I have been researching my secondary data and completing my survey questions. I have showed Mr T and he gave me good advice. I no longer need to go on the internet, hooray!	I found that Mr T's advice was very helpful. I needed to think more clearly and not make my questions complicated. I have found all of my secondary data I think.	Now I am planning to finally complete my survey and hand them out. Firstly I am going to pilot it on my father and mother – and accept their constructive criticism. Then in the same week I am going to hand out my good copy of my survey and get them back – and start tallying and analysing. Meanwhile I am going to refer to phase 2 questions and begin answering them.
Sat 19	Today I have piloted my survey on my mother and father. I have found the mistakes I have made and how to adjust them to suit my respondents.	Piloting my survey was a wise decision. My parents gave me good advice on where I need to have more room – wording questions and other things.	I have now adjusted my survey – fixed up all of the mistakes and as far as I can see it, it is practically flawless. Hey! I am going to take it home and print it – and get my dad to photocopy as many surveys as I need. I am going to give them out to my relatives, neighbours, friends, parents, etc. I am going to send some with stamped envelopes so that I can get them back quickly.

Pilot

The test run that is undertaken to check the suitability of question types, wording and layout of the research questions. It can provide good feedback to the researcher before undertaking the actual research, as well as a useful practice phase

personal opinions and comments
 problems you have had with parts of your project,
 decisions you make and how you solved problems.
 You may choose to write in a commercial diary
 or an exercise book. The format given in Figure 4.10
 is a guide for you to use.

Questionnaires and surveys consist of a set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes. Surveys are filled in by the researcher after asking the respondent questions, whereas questionnaires are completed by the respondents themselves.

Now you're on a roll – research action

Steps 8–12 are the action steps in which you actually put the research proposal into practice, gather data and evidence, and document your findings.

Think it through

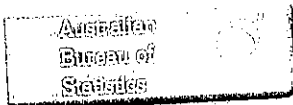
Search the ABS website for 'An introduction to sample surveys'. Click downloads in the toolbar to locate the document '1299.0 – An Introduction to Sample Surveys: A User's Guide'.

The research methodologies that are suitable for your investigation will form the foundation of your primary data. They need to be prepared, distributed and collected in a logical, thoughtful and systematic manner to be most effective. Depending on the research methods selected, you will need to:

- create a draft set of questions
- pilot the method and evaluate its effectiveness
- refine the draft questions
- print interview questions or questionnaires so that they are ready to use
- organise equipment, such as digital video camera
- arrange for individuals or groups to be interviewed or surveyed
- conduct the data collection; for example, carry out interviews or observations or distribute and collect questionnaires.

When conducting research, it is important to inform the respondent about the nature and

ey,
 W?



purpose of the survey, and to note that the data collected will be confidential. This information may be stated verbally to the respondent at the beginning of an interview, written at the beginning of a questionnaire, or included in a covering letter (see Figure 4.11).

To ensure the success of your research, spending time writing good questions is essential. The following checklist and annotated questionnaire in Figure 4.12 illustrate typical questions and layout ideas for you to consider.

It is important to have questions that:

- are easy to understand
- use clear, simple language
- avoid introducing bias by using emotive or descriptive words
- ask only one question at a time
- are listed in a logical and meaningful order
- begin with easy questions to put people at ease
- have a clear layout with plenty of space for respondents' answers
- are limited to a manageable number
- use a variety of question types:
 - pre-coded questions are quick and easy to answer and tally during analysis
 - attitudinal scales and questions are useful for finding out about a person's opinion
 - open-ended questions allow for more detailed reasons, thoughts and opinions to be expressed.

Wednesday, April 23

Dear Victoria,

My name is Skye Warren and I am a Year 12 student at River High School, on the north coast of NSW. I am currently studying 2 Unit Community and Family Studies, which is a Higher School Certificate course that requires the completion of an Independent Research Project. I have decided to do my research project on 'Careers and women: what are the realities of success?', in which I am examining the management of resources by women in paid employment.

I would greatly appreciate your assistance by completing my questionnaire and please use the pre-paid envelope provided to return your questionnaire. All responses will be kept anonymous and confidential.

Thank you for taking the time to complete and return my questionnaire.

Yours sincerely,

Skye Warren

Figure 4.11 A sample covering letter to accompany a questionnaire

Figure 4.12 Sample structured interview questions

Introduction

This questionnaire is designed to examine the management of resources by women in paid employment. Your willingness to complete the questions is appreciated. All responses will be anonymous and remain confidential.

Please indicate answers by either ticking the boxes, circling the numbers or writing your answer on the lines provided.

Open-ended questions

- 1 Current position? *Customer Service Manager for Australia*
- 2 Formal qualifications? *SIA - Financial Markets*

3 Informal qualifications (e.g. experience in the workplace)?

Customer service for the past 7 years, prior manager of small centre, prior sales and support

Closed question – pre-coded with options provided

4 Number of work hours per week?

10-20	<input type="checkbox"/>	41-50	<input type="checkbox"/>
21-30	<input type="checkbox"/>	51-60	<input checked="" type="checkbox"/>
31-40	<input type="checkbox"/>	61+	<input type="checkbox"/>

Closed question – continuum scale to indicate frequency

5 Over the past three years which human resources do you consider to have contributed to your success? Please circle the appropriate ranking.

	Never	Occasionally	Always
Ability to set and achieve goals	1	<u>2</u>	<u>3</u>
Competitive nature	1	<u>2</u>	3
Conflict resolution skills	1	2	3
Creativity	1	2	<u>3</u>
Enthusiasm	1	2	<u>3</u>
Effective communication skills	1	2	<u>3</u>
High expectations for self	1	2	<u>3</u>
High self-esteem	1	<u>2</u>	<u>3</u>
Loyalty	1	2	<u>3</u>
Networking skills	1	<u>2</u>	3

Optional additional choice provided

Other (please specify)

Closed questions – pre-coded with options provided

6 Indicate the limitations, if any, that have been placed on you throughout your career.

Discrimination (male vs female)	<input checked="" type="checkbox"/>	Pay inequality (male vs female)	<input checked="" type="checkbox"/>
Discrimination (appearance, age, race)	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Difficulty in balancing family and work	<input type="checkbox"/>	Lack of qualifications	<input type="checkbox"/>
Money limitations	<input type="checkbox"/>	Difficulty in managing stress	<input type="checkbox"/>
Relationships with colleagues	<input type="checkbox"/>	Other (please specify)	

7 A good leader has many unique qualities. Rank the following personal traits that make a good leader. Please circle the appropriate ranking.

	Never	Occasionally	Always
Ability to set and achieve goals	1	2	<u>3</u>
Confidence	1	2	<u>3</u>

Conflict resolution skills	1	2	(3)
Determination	1	2	(3)
Effective communication skills	1	2	(3)
Enthusiasm	1	2	(3)
Intelligence	1	2	(3)
Personal interaction skills	1	2	(3)
Teambuilding skills	1	2	(3)
Vision for the future	1	2	(3)

Other (please specify)

Open-ended questions to allow for explanation of option

8 Please list what you consider to be your personal strengths.

Ability to handle multiple projects and be organised

Do you make attempts to enhance your personal strengths? Yes No

Can you explain how?

Not as often as I should - always feel I am too busy

9 Please list what you consider to be your personal weaknesses.

Confrontation

Do you make attempts to manage these weaknesses? Yes No

Can you explain how?

By working through issues and facing them

10 Do you consider yourself successful in the workplace? Yes No

If yes, is being a success in the workplace all you thought it would be? Yes No

Why?

Can be rewarding when good feedback received

11 List your short-term goals (6 months - 1 year).

Ensure operational functions within organisation are working satisfactorily based on

customer feedback

12 List your long-term goals (1-5 years).

Travel overseas

13 Is reaching these goals a high priority for you? Yes No

Closed questions – pre-coded to obtain facts

14 What is your age?

Under 18	<input type="checkbox"/>	35–39	<input type="checkbox"/>
18–24	<input type="checkbox"/>	40–44	<input checked="" type="checkbox"/>
25–29	<input type="checkbox"/>	45–49	<input type="checkbox"/>
30–34	<input type="checkbox"/>	50+	<input type="checkbox"/>

Personal questions less likely to offend if placed at the end

15 Marital status?

Married	<input type="checkbox"/>
De facto	<input type="checkbox"/>
Single	<input checked="" type="checkbox"/>
Divorced/separated	<input type="checkbox"/>

16 Do you have any children?

Yes No

If yes,	Baby	0–2 years	<input type="checkbox"/>
	Toddler	3–5 years	<input type="checkbox"/>
	School age	6–17 years	<input type="checkbox"/>
	Young adult	18+	<input type="checkbox"/>

Closing note

Thank you for completing this survey. Your time and responses are greatly appreciated.

Figure 4.13 Sample structured interview questions for IRP related to preparing for parenthood

Planning

1 At what age did you decide to start a family?

.....
.....

2 Did you and your partner consciously plan to have children? How did you do this? Can you give some examples?

.....
.....

Expectations

3 During pregnancy, each parent-to-be experiences different feelings, such as happiness, contentment, anxiety, nervousness. Can you describe your experiences? What did you do to cope with these feelings?

.....
.....

4 Did you expect that your child would be easy to care for? Why or why not?

.....
.....

Reality

5 After the birth of your child, did you feel that you were well prepared? Can you explain?

.....
.....

6 As new parents, many parents admitted that they sought advice on different aspects of parenthood. How did you do this? How did it help you/your partner?

.....
.....

7 As a parent, consider the three phases – planning, expectations and reality. Which do you feel was the:

a easiest? Why?

.....
.....

b hardest? Why?

.....
.....

It:

Interviews involve personal contact with the respondent. This may be face to face, via email or over the phone. For both structured and unstructured interviews, be well prepared by having considered good questions and how you are going to record the respondent's answers. It may be a good idea to record the interview on a MP3 player or other digital recorder; however, you will need to gain the permission of the respondent beforehand to do this during the interview. Alternatively, make sufficient notes during the interview on a pre-formatted document, as shown in Figure 4.13, and be prepared to follow this up with a longer report immediately afterwards. This helps to create a relaxed environment, which means that the person will feel more comfortable and provide more valuable answers.

Begin the interview by identifying yourself and explaining the purpose of your research and how

the data are to be used. During the interview, show that you are interested by maintaining eye contact, speaking slowly and ensuring that you provide sufficient time for the respondent to consider their answer before prompting or asking the next question.



Figure 4.14 Recording an interview

How do I collect data for observations?

Observation

An observation requires the researcher to watch and record the behaviours of their subjects. The researcher may be a participant or non-participant in the research activity

To ensure that you are prepared for an observation, you will need to consider:

- when and where the observation is to take place
- how it is to be planned
- whether you will be a part of the group or just the observer.

Also, think about what type of evidence you expect to see and design a format for recording this evidence. Figures 4.15 and 4.16 illustrate two types of data-recording sheets: a graphic record, called a sociogram, or a tally sheet. Alternatively, the observation may be recorded using a digital video recorder or mobile phone; however, prior permission will need to be sought from the participants and a data-recording sheet developed afterwards based on the identified behaviours.

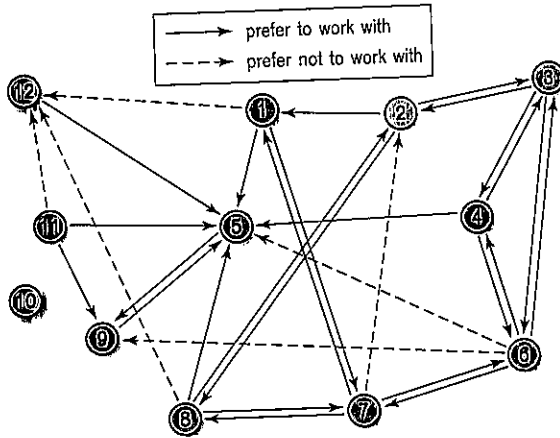


Figure 4.15 Sociogram

Parental involvement from the sideline of a soccer game

Date: _____
Place: _____

How many encouraging/positive comments?
Tally ++++|||||

How many discouraging/negative comments?
Tally ++++|||||

Other actions observed:
.....
.....
.....

Figure 4.16 Tally sheet format

Case study

Grace and Kurt have been married for eighteen years. Grace is thirty-seven and Kurt is forty-two. They have two children: Max aged nineteen and Corey aged fourteen.

Grace and Kurt have endured many hardships during their marriage – the loss of a child being one of them – and neither has been satisfied with the relationship. Over the last three years, both partners have considered separation and divorce, but they have been reluctant to do so because of the children and the financial implications. Grace has worked periodically over the last ten years, usually doing freelance art work for a design company.

Conflict increased so much in the family that Grace, after seeking legal advice, decided to move out of the family home. She moved to another suburb, taking Corey with her. Corey is not happy with the situation or his new school, and wants to move back in with his father and return to his old school. Max is still living at home with

his father but is contemplating moving out and sharing a flat with some of his friends.

Grace is legally entitled to a certain amount of money as part of the property settlement; for her to receive this, the house must be sold and the proceeds divided between Grace and Kurt. This will mean that Kurt will also have to buy other accommodation. If Corey does move back in with his father, it may only be a temporary situation until the house is sold.

Grace has obtained a contract for more stable work but is finding it difficult to pay for rent, food and other living expenses with the money she is earning. When the house is sold and the money has been settled, she would also like to use the money to purchase accommodation. However, she realises that given her limited skills, she may have difficulty in finding a job that pays enough for her to meet mortgage repayments and provide for other needs and wants.

Figure 4.17 Narrative, or case study, may be chosen to summarise the data collected from interviews and observations

How study

A case study provides a narrative of a particular individual, family, group or situation (Figure 4.17). Developing a case study requires the use of multiple sources of information, such as interviews and observations, that may be collected on more than one occasion to ensure that a detailed profile on one issue can be provided. Case studies are therefore useful in achieving a deep analysis of a situation and

for answering the 'how' and 'why' questions in the research rather than 'who', 'what' and 'when'.

Step 9: Collect and record secondary data

As previously described in step 2, secondary sources of data need to be collected and recorded. Now is the time to ensure that you have access to these summaries or highlighted notes, and to add to them as you will require them for a literature review

Case study

A deep analysis of a situation

What is a Nursing Home?
Facility Search
Needs Assessment
Selection Tips
Financial INFO
Assisted Living INFO
E-mail Us
About Us
Home

Nursing Home Professionals

Click Here
Advertising Options
Link Your Web Site
Update Your Listing



What is a Nursing Home?

A nursing home is an entity that provides skilled nursing care and rehabilitation services to people with illnesses, injuries or functional disabilities. Most facilities serve the elderly. However, some facilities provide services to younger individuals with special needs such as the developmentally disabled, mentally ill, and those requiring drug and alcohol rehabilitation. Nursing homes are generally stand alone facilities, but some are operated within a hospital or retirement community.

Can be used in my intro

Nursing Home Services

The level of care provided by nursing homes has increased significantly over the past decade. Many homes now provide much of the nursing care that was previously provided in a hospital setting. As a result, most nursing homes now focus their attention on rehabilitation, so that their clients can return to their own homes as soon as possible. Some of the services a nursing home may provide include:

How do nursing homes meet needs?

Therapies (Inpatient and Some Outpatient)

Physical therapy
Occupational therapy
Speech therapy
Respiratory therapy



Pharmacy Services

Equipment Rental

Specialty Care

Alzheimer's treatment
Cancer
Cardiovascular disease
Developmentally disabled
Dementia
Head trauma
Hematologic conditions
Mental disease
Neurological diseases
Neuromuscular diseases
Orthopedic rehabilitation
Pain therapy
Pulmonary disease
Para/quadruplegic impairments
Stroke recovery
Trauma
Wound care

Specialised areas of care that can be provided to meet needs

Special Services

Figure 4.18 Highlighting and annotating secondary data

summary and to include them in your discussion and analysis of results. Figure 4.18 on page 131 shows a secondary source of data that has been annotated by a student.

Step 10: Data presentation

Once you have collected your research information, you need to organise and present it. The form that this takes will depend on the type of research methodology chosen. There are two basic ways data can be presented: qualitatively or quantitatively.

Qualitative data, such as interview data, is descriptive and cannot be reduced to numerical form. This means a summary must be presented that describes the main

In order to explore the roles in the decision-making process, fathers were also asked whether they believed that the starting of families was a mutual decision undertaken by themselves with their partners. Although partners were more likely to instigate or broach the subject (only three fathers stated that they instigated the discussion of starting a family with their partner), the majority of fathers $n = 25$) indicated that the decision to start a family was a mutual one:

'It definitely was a mutual thing that we both thought about, and just went into it with open eyes, I guess. It wasn't accidental.' (Adam, Primary caregiver, 25, 1 child)

'Having kids was a joint decision and I thought that it was really important that I too have a part in it.' (Dave, Clerical officer, 45, 2 children)

Joint decision-making of this kind sometimes reflected wishes to pursue equal or active levels of involvement as fathers.

Source: Steven Talbot, 'From here to paternity: family biographies in the making', *Family Matters*, no. 72 (Summer 2005), Australian Institute of Family Studies, pp. 60-61

Figure 4.19 Example of qualitative data presentation

Research project: Local park project	
Date: 30/07/09	
Person completing the sheet: J. Jay	
People jogging HH III	People walking alone HHH HHH II
Tally 8	Tally 12
People walking with dog HHH IIII	Other (e.g. bike riding or rollerblading) II
Tally 9	Tally 2

Figure 4.20 Example tally sheet of quantitative data

ideas and trends that emerged from the research. It will include quotes and anecdotes. Figure 4.19 shows an example of qualitative data presentation.

Quantitative data is in a numerical form, so it can be counted and then presented through the use of bar graphs, line or pie graphs, or tables with statistics or percentages. First, the data needs to be collated or tallied (see Figure 4.20); and second, it is converted into percentages so that valid comparisons can be made. This procedure may be carried out

Research project: Local park project			
Date: 7/30/2009			
Name: J. Jay			
Activity	Tally	number of people	% of total
Jogging	8	26	39
Walking (alone)	12	39	29
Walking (with dog)	9	29	6
Other	2	6	
Total	31		

Figure 4.21 Example of spreadsheet of quantitative data

TABLE 1 Childcare use by parental work status, couple families

Unit					Title and column headings
Parent-only care (%)	85	82	33	65	
Non-parental care used (%)	15	18	67	35	
Formal care only (%)	5	5	22	11	
Informal care only (%)	10	12	36	21	
Both formal and informal (%)	1	1	9	4	
Total (%)	100	100	100	100	
Number of observations	355	2516	1632	4503	
Distribution (%)	9	56	35	100	Align columns containing numbers

Sufficient space within each column or row for the data

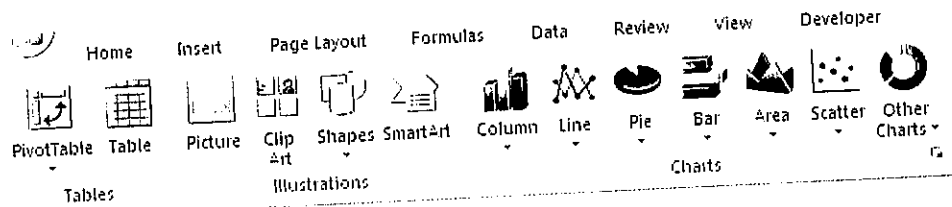
Notes: All of the estimates were calculated using the sample weights that adjust for differential probability of selection into the sample and differential response rates.

Source: LSAC 2004, Wave 1, infant cohort

Matthew Gray et al., 'Parent-only care: a child care choice for working couple families?', *Family Matters*, no. 79 (2008), Australian Institute of Family Studies, p. 44

Figure 4.22 An example of a 'good' table

Figure 4.23 The charts menu on the Excel toolbar



by using either a simple table with space allocated to each question or a spreadsheet program, such as Excel (see Figure 4.21).

Tables include both written and numerical information. They should be neat and accurate if they are to be interpreted easily; concise titles and headings should be used (Figure 4.22).

Graphs provide a visual form of presentation. They need to be clear and easy to read, with appropriate labels and titles. The horizontal (x) axis is usually based on fixed values that increase from left to right; the vertical (y) axis includes the variable data.

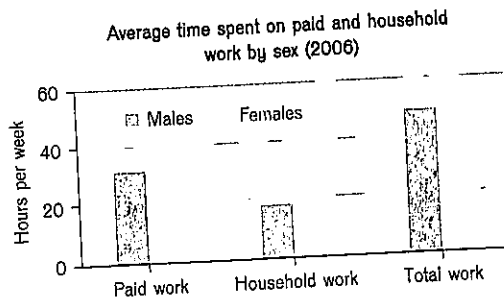


Figure 4.24 Column (vertical) graph

consider the main message that is to be interpreted from your data to select the most appropriate form of graph.

Use bar or column graphs to compare items or show changes in a variable over time (Figure 4.24). Line graphs show trends or changes in data over a period of time (Figure 4.25). Pie graphs show the relationship or proportion of parts



By selecting the 'Charts' group of buttons on the Excel toolbar, you will be able to experiment and see what each type of graph looks like (see Figure 4.23). However, remember to

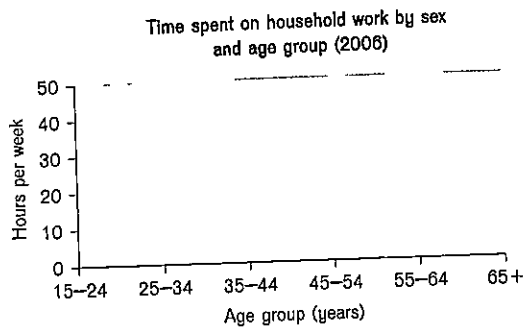


Figure 4.25 Line graph

Marital status of Australia's population (2001 Census)

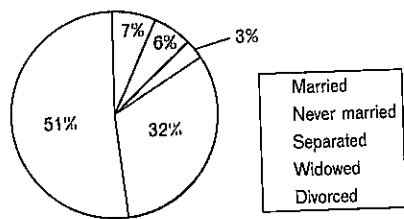
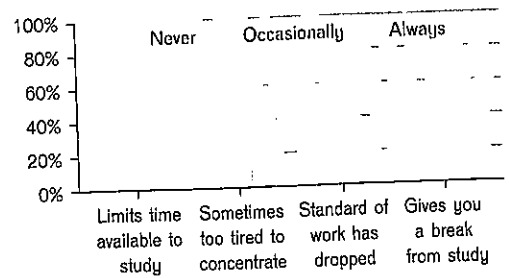


Figure 4.26 Pie graph

to the whole issue. They are most appropriate when there are not too many divisions or sectors (Figure 4.26).

Before you can interpret your research findings, you need to analyse them. This means that you describe what you can see in the evidence provided in your graphs or tables. This is done by identifying the trends that you can see in your presented data. You could ask yourself questions, such as:

- What was the most common response?
- What feeling was expressed by most of the people I spoke to?
- Were there any differences/similarities between the age groups/gender groups/cultural groups in my sample?
- What were the most frequent results?
- Who thinks (or does) what most often?



The data collected suggest that part-time work does have a large effect on a student's studies. This figure shows that 70% of students stated that work occasionally affected their studies, with 37% of students stating that it had a negative impact. Seventy per cent of students stated that work occasionally causes them to become too tired to concentrate on their studies, and 56% of students said that occasionally their standard of study dropped. Students also stated that part-time work limits their time to study occasionally and occasionally gives them a break from studying. These results indicate that part-time work has a negative impact on a student's studies.

Figure 4.27 Complex column graph with text data analysis

What were the extremes of my results?
 What did I find compared with what I expected?
 You then need to interpret your findings by making comparisons, and describing patterns and relationships that relate to your research question or hypothesis (Figure 4.27). For example:

- 'The results indicate that ...'
- 'The evidence for this can be seen in Figure A of the results ...'
- 'A trend that exists in the data is ...'
- 'Subjects in the age group of 20-25 were more likely to favour ...'

Remember also that analysis and interpretation do not only come at the end of your research - they occur as you are designing and working on your research. Every time you ask a question or observe some situation, you should ask yourself 'What does this mean?' You should be continually reflecting on your data. Making a note of these in your diary is an effective means of recording your thoughts and

Date	Action	Result	Further action and/or reflection
Mon 11	I have tried to collect back all of my questionnaires but some people have not responded.	This means that my statistics won't be 'even' as I have too many females compared with males in my sample group now.	Maybe I could hand out some more to just boys, but I don't think I have enough time left, especially if the second group of males don't return them either. Will need to note this in my report as I'm sure it will influence the results.

Figure 4.28 Student diary entry, with text data analysis below, noting ongoing reflection

The main objective of this research was to identify the teenage perceptions and acceptance of different relationships. The primary and secondary data display many different attitudes and values of today's teens, and, unfortunately, a lot of misconceptions and intolerance of homosexuality in our society. Considering the research focus was the 'typical' teenager's views on relationships, it was very difficult to end up with a random sample group from different peer groups and ages to get a broad range of answers. It should also be noted that more females actually answered and returned the survey. This has created some bias in the results.

information. Figure 4.28 illustrates a student diary entry and the reflection that was made during the analysis and interpretation of data.

The next step is to identify possible reasons for the patterns and relationships you have found. You also need to use some secondary data to support, or even challenge, what you have found through your research. Consider the following:

- Are your results similar or consistent with other studies or knowledge about this topic?
- Can you provide evidence from your secondary data that supports what you found?

Adolescents sometimes feel they have many friends because they are popular, though this is not always the case according to Edwards and McGrath.

'Popularity refers to being generally well known, frequently invited to activities and admired by many acquaintances, but it does not necessarily mean a close, intimate relationship with those people.'

During my observations of the friendship group a 'popular' adolescent was seen to 'chat' with her peers but it wasn't for very long before she was 'chatting' briefly with another, then another. This could have been because she was more interested in appearing to be popular having contact with many 'friends' rather than having close and sincere friendships.

Figure 4.29 Sample analysis of statements

Citing other sources gives you a chance to justify, explain or contrast with your analysis. For example: 'From my reading/secondary data, I feel that the trends shown could be the result of ... This evidence is supported by ... on page ...' Figure 4.29 demonstrates how a student integrated secondary and primary data.

Check for understanding

To practise interpreting data, review the data provided in Figure 4.30. Then answer the following questions.

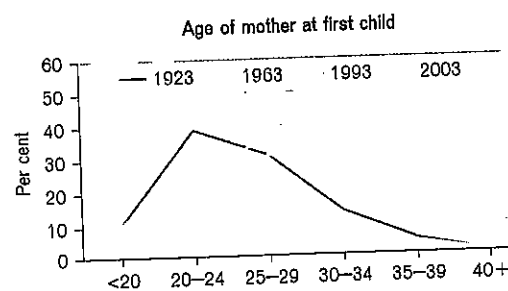


Figure 4.30 Line graph: age of mothers at first birth

- 1 Describe what you can see in the graph.
- 2 Identify the trends. What are the extremes or unusual patterns?
- 3 How could you account for these trends?
- 4 What would you expect the trend to be for the current year? Explain why?

Once you have analysed your data, you must draw conclusions in relation to your initial research

Figure 4.31 Sample concluding statements

Knowledge gained through primary and secondary research has allowed broad conclusions to be made as to the reality of success for women within the workplace. For a successful career to be a worthwhile life experience the positive aspects need to clearly outweigh the negatives. Effective management of human and non-human resources is a necessary process to achieve this balance. Successful women in the workplace have the ability to utilise and interchange both human and non-human resources for the purpose of achieving these goals.

Need satisfaction is essential to an individual's wellbeing. Career women should be able to satisfy their physical, social, emotional and intellectual needs. However, this is clearly not the case as they may not be completely satisfied emotionally when an imbalance between work and other areas of their life often exists. Successful women within the workplace may not achieve 100% need satisfaction and therefore positive wellbeing. The reality of success for women in the workplace suggests a difficulty in balancing family and work. Women are attempting to take on more duties and responsibilities than they have the time or energy to perform effectively, unless of course they are a super mum. Balance combined with success can be achieved at a greater level if the woman is single and childless, as is the trend for many women in high-power jobs today. Stress and inequity on the basis of gender are limitations that are also imposed on successful career women.

Success for women within the workplace may result in poor health. On average, while they have acceptable diets, they exercise less and participate less than adequately in leisure.

The reality of success for women within the workplace is not as glamorous and desirable as first imagined. Achieving success is hard work; it represents a very high level of commitment and self-motivation. A career for many women holds their pride, their sense of belonging and their status. Despite all the negative aspects of pursuing a career and achieving a work-family balance, these women have careers because they choose to. When articulating the reality of a successful career, personal feelings of satisfaction and achievement can be difficult to measure and are often the single contributing factor as to why these women choose to lead such demanding lives.

question, hypothesis or problem. (Do not be concerned if the hypothesis upon which you have conducted your research has been proven incorrect. This is not unusual and does not mean you have to start again! However, this does need explaining in the conclusion.) Before you write this section, read through the whole project and make notes on any key points that your data shows and place them in a logical order.

In your conclusion, you need to write a summary that states clearly and briefly:

- what your data shows
- how this relates to the research in general
- the validity of your findings
- possible implications/recommendations from your findings. For example, 'If these patterns or trends were to continue, possible consequences in the short term might be ...

and in the long term might be ... as there is a high rate of ... it should be recommended that ...'

Sample concluding statements are provided in Figure 4.31.

Now to finalise the product!

When you have finished your conclusion, the remaining steps 13–15 are related to the organisation and presentation of your IRP. Your teacher will have provided guidelines on how and when this should happen.

st th pr pr

Your IRP may be presented in a variety of different forms; it will most likely include written text or verbal information, as well as tables, graphs and relevant photographs or diagrams. It should have a professional presentation style, which can be achieved by using a range of technologies (Figure 4.32).

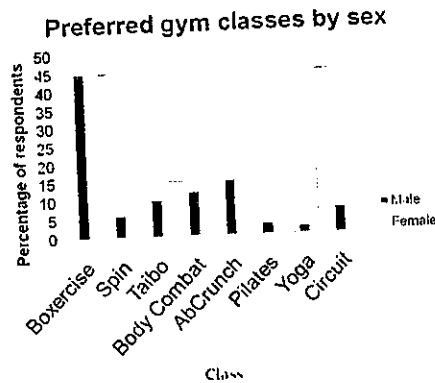
Your IRP should contain a *title* and *table of contents*, both of which will assist in providing a systematic and organised approach to the presentation of your product, while an *acknowledgement* statement provides an opportunity to recognise the support and help that may have been provided to you during the research process.

The *introduction* can be developed from the project plan that was submitted for marking early in the research process (see page 122). Remember to make adjustments or changes if they

Popularity of gym classes

There are many different types of gym classes that interest teenaged people. These include Boxercise, Taibo, Body Combat and Spin.

The graph shows the preferred gym classes by sex, based on my survey of students in Years 9 and 10. You can see that males clearly prefer Boxercise classes, while there was no clear 'winner' for female preferences.



Preferred gym class graph

Palm Card 2

- 45% of males preferred Boxercise [comment on stereotype]
- Males were least interested in pilates and yoga [comment further on stereotype]
- Most popular classes for females were spin and yoga
- No clear favourite for females
- Females were least interested in AbCrunch

Components of fitness

- Strength
- Power
- Agility
- Balance
- Flexibility
- Muscular endurance
- Cardiovascular endurance
- Coordination

Palm Card 3

- **Strength** – extent to which muscles can exert force by contracting against resistance (e.g. holding or restraining an object or person)
- **Power** – ability to exert maximum muscular contraction instantly in explosive burst of movements. The two components of power are strength and speed
- **Agility** – ability to perform a series of explosive power movements in rapid succession in opposing directions (e.g. ZigZag running or cutting movements)
- **Balance** – ability to control the body's position, either stationary (e.g. a handstand) or while moving (e.g. a gymnastics stunt)

Figure 4.32 Presentation of a multimedia product, including PowerPoint slides and palm cards

occurred during the active research process. Your introduction should answer:

- What was the research project about?
- How did the hypothesis relate to the selected area of the Community and Family Studies course?
- What types of research methodologies and sampling methods were chosen and why?

It should define *terms* and *concept* also.

The *main section*, or body, of the product will consist of the steps in the research process that you have undertaken. It should include:

- a concise description of the *secondary sources* of data collected, followed by a summary of the findings
- an explanation of the *primary data* collected, as well as the presentation and explanation of the results, illustrated in tables and graphs
- an *analysis of the data* as it relates to the research hypothesis and that integrates references to both primary and secondary data
- a *conclusion*, which is a summary of the key findings, as well as suitable recommendations if appropriate.

Lastly, you will need to include the *bibliography* and *appendix*.

Rarely does anyone complete a precise, accurate

and quality IRP without a first or second draft being developed first. Therefore:

- draw together the information and data collated in steps 10–12
- rework your information to present it clearly and to ensure your discussion flows logically
- develop the final copy, eliminating any repetition and rewording sentences if the meaning is unclear
- read what you have written, preferably aloud – if anything is unclear to you, it will be unclear to the reader.

Once the above is complete, do an overall check to ensure that:

- no spelling errors remain in the written text
- oral presentations are easy to understand
- electronic data are defined and easy to read
- all items are clearly labelled.

Bibliography

A list that includes all the sources you have looked at and used in carrying out your project. Common details required include: author's surname and initials; title of the book or article and journal; publisher, place and date of publication

It is essential that you keep accurate details of all the resources you use as you go. If you don't have a system for doing this from the start, you may find that you can't recall the details of a book or magazine article you used and your bibliography will be incomplete.

By using the referencing scaffold provided in Table 4.2 on page 116 you may save precious time at the end of the project searching for those details, or going back to look for books or Internet articles that you used.

The layout and punctuation required for a bibliography can be prepared according to a variety of styles, such as Harvard, Oxford, APA and MLA. The Harvard style of referencing has been selected in Figure 4.33.

The entries in a bibliography are ordered alphabetically according to the last name of the primary author (the author listed first).

The data collected by primary research methods should be included in the main section of the project; however, if a research method included a survey or questionnaire form that was taken directly from another source, that should be included in the bibliography.

Baxter, B., Gray, M. 2008, 'Work and family responsibilities through life', *Family Matters*, 79, pp. 58–61. Magazine/journal article

Briscoe, J. 2004, 'The Baby Gamble', *Morning Herald*, 17 April, pp. 18–23. Newspaper article

Carrington, N., 5 December, *Best Place for Career Women*, viewed 7 December 2008, <<http://quest-news.whereilive.com.au/news/story/best-place-for-career-women/>>. Internet, viewed 7 December 2008

Jackson, P. 2008, email, 19 December, ztolley@snet.com.au.

McGrath, Dr H., Edwards, H. 1999, *Friends: a practical guide to understanding relationships*, Choice Books, Marrickville, NSW. Book with two authors

Mean Girls, 2004, DVD, Paramount Pictures, Australia. Video/DVD

Email received 19 December 2008

Figure 4.33 A sample bibliography, with annotations

Think it through

- 1 Look at the University of New South Wales website for specific details on using the Harvard style of referencing.
- 2 Common examples of references and bibliographic details have been included in the following table. Copy this table into your notebook and add your own examples.

University of
New South
Wales, Harvard
Referencing Guide

Type reference	Bibliographic details	Example
Books	author (surname, initials) year of publication, <i>title of book</i> (italics), edition (if applicable), publisher, place of publication (place and state, if not a capital city).	McGrath, Dr H., Edwards, H. 1999, <i>Friends: a practical guide to understanding relationships</i> , Choice Books, Marrickville, NSW.
Magazine/ journal article	author (surname, initials) year of publication, 'title of article' (in single quotation marks), <i>title of magazine</i> (italics), volume number (if applicable), issue number (if applicable), page number(s).	Baxter, B., Gray, M. 2008, 'Work and family responsibilities through life', <i>Family Matters</i> , no. 79, pp. 58-61.
Newspaper article	author (surname, initials) year of publication, 'title of article' (in single quotation marks), <i>newspaper name</i> (italics), date, page number/s.	Briscoe, J. 2004, 'The Baby Gamble', <i>The Sydney Morning Herald</i> , 17 April, pp. 18-23.
Internet	author/editor (if identified) (surname, initials) last update (if identified), <i>title of article</i> (italics), name of sponsor, date it was viewed, <URL>.	Carrington, N., 5 December, <i>Best Place for Career Women</i> , viewed 7 December 2008, < http://quest-news.wherelive.com.au/news/ story/best-place-for-career-women/ >
Video and television recording	<i>title of video</i> (italics), date of recording, format, publisher, place of publication (place and state, if not a capital city).	<i>Mean Girls</i> , 2004. DVD, Paramount Pictures, Australia.
Email	author (surname, initials) year of communication, email, date it was viewed, <sender's email address>.	Jackson, P. 2008, email, 19 December, < ztolley@snet.com.au >.

Step 15: Finalise the appendix

An appendix contains material that is relevant to your research process; however, it is not appropriate for inclusion in the IRP product. This could include copies of interview questions, a blank questionnaire and completed questionnaires, copies of raw data that were collected before they were put into tables or graphs, newspaper articles

and photographs. Each item should be numbered and titled. It may be easy to place each item in a plastic sheet protector and then organise them in a folder. The appendix should be completed and available with the final product.

Now that your project is complete ... reward yourself.

Congratulations!!!

Celebrate!!