



1ST SEM. 2016/17

PAGE 1 OF 3

**UNIVERSITY OF SWAZILAND
FINAL EXAMINATION PAPER**

**PROGRAM : BACHELOR OF SCIENCE IN COS, COSE,
FSNT AND TADM, YEAR III**

COURSE CODE : COS 301

TITLE OF PAPER : RESEARCH METHODS

TIME ALLOWED : TWO (2) HOURS

**INSTRUCTIONS : ANSWER QUESTION ONE (1) AND ANY
OTHER TWO (2) QUESTIONS**

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THE CHIEF INVIGILATOR**

QUESTION 1 (COMPULSORY)

- (a) Describe theoretical, factual and application objectives of research. (15 Marks)
- (b) A researcher wants to find out if there is a difference in the level of difficulty between three standardized tests in research methods course as inferred from the test scores.. The subjects (who write the tests) used in the research were different in age and background. Assuming the age and background could be possible sources of variation, answer the following:
- i. Suggest an experimental design to carry out the research (3 Marks)
 - ii. Show the experimental layout (design) that suits this research and explain why you chose this layout. (10 Marks)
 - iii. Identify the factor and response variable(s) (2 Marks)
- (c) List the components of a research proposal. (10 Marks)

[TOTAL MARKS = 40]

QUESTION 2

- (a) State the circumstance under which stratified sampling is appropriate and outline the relevant issues in the context of stratified sampling. (10 Marks)
- (b) Write short notes on the following:
- i. Debriefing
 - ii. Empirical literature
 - iii. A double-barreled question (give example)
 - iv. Experimental research

(4x5 =20 Marks)

[TOTAL MARKS: 30]

QUESTION 3

- (a) Describe the features (attributes) of a good research design. (10 Marks)
- (b) Describe in detail a qualitative research and give an example (10 Marks)
- (c) State Interrater Reliability by giving example of its computation. (10 Marks)

[TOTAL MARKS = 30]

QUESTION 4

- (a) Make a distinction between **two (2)** developmental research designs including their advantages and disadvantages. (16 Marks)
- (b) State characteristics that are worth considering in using secondary data. (9 Marks)
- (c) Make a distinction between type I and type II error. (5 Marks)

[TOTAL MARKS = 30]