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This book provides a clear and straightforward guide for all those seeking to conduct quantitative research in the field of education, using primary research data samples. While positioned as less powerful and somehow inferior, non-parametric tests can be very useful where the research can only be designed to accommodate data structure which is ordinal scale but violates a normality assumption, which is required for parametric tests. Non-

parametric data are a staple of educational research, and as such, it is essential that educational researchers learn how to work with these data with confidence and rigor. An accessible and authoritative introduction is essential for education students and researchers needing to use quantitative methods for the first time. Using datasets from real-life educational research and avoiding the use of mathematical formulae, the author guides students through the essential techniques that they will need to know, explaining each procedure using the latest version of SPSS. The datasets can also be downloaded from the book's website, enabling students to practice the techniques for themselves. This revised and updated second edition also includes more advanced methods such as log linear analysis, logistic regression, and canonical correlation. Written specifically for those with no prior experience of quantitative research, this book is ideal for education students and researchers in this field. Written with a non-mathematician in mind, *QUANTITATIVE METHODS FOR BUSINESS*, 13E by award-winning authors Anderson, Sweeney, Williams, Camm, Cochran, Fry, and Ohlmann equips students with a strong conceptual understanding of the critical role that quantitative methods play in today's decision-making process. This applications-oriented text clearly introduces current quantitative methods, how they work, and how savvy decision makers can more effectively apply and interpret data. A strong managerial orientation motivates learning by weaving relevant, real-world examples throughout. The authors' hallmark Problem-Solving Approach helps readers understand and apply mathematical concepts and techniques. The 13th Edition includes a more holistic description of how variable activity times affect the probability of a project meeting a deadline. In addition, numerous all-new Q.M. in Action vignettes, homework problems, and end-of-chapter cases are included. Important Notice: Media referenced within the product description or the product text may not be available in this version. The mission of this book is to address advances in quantitative methods that are not covered in other texts, such as item response theory, the family of multilevel models (including cross-classified and growth), and mixture modeling. This dissertation is an exploratory quantitative analysis of various independent variables to determine their effect on the professional longevity (years of service) of high school science teachers in the state of Florida for the academic years 2011--2012 to 2013--2014. Data are collected from the Florida Department of Education, National Center for Education Statistics, and the National Assessment of Educational Progress databases. The following research hypotheses are examined: H1 -- There are statistically significant differences in Level 1 (teacher variables) that influence the professional longevity of a high school science teacher in Florida. H2 -- There are statistically significant differences in Level 2 (school variables) that influence the professional longevity of a high school science teacher in Florida. H3 -- There are statistically significant differences in Level 3 (district variables) that influence the professional longevity of a high school science teacher in Florida. H4 -- When tested in a hierarchical multiple regression, there are statistically significant differences in Level 1, Level 2, or Level 3 that influence the professional longevity of a high school science teacher in Florida. The professional longevity of a Florida high school science teacher is the dependent variable. The independent variables are: (Level 1) a teacher's sex, age, ethnicity, earned degree, salary, number of schools taught in, migration count, and various years of service in different areas of education; (Level 2) a school's

geographic location, residential population density, average class size, charter status, and (Level 3) a school district's average SES and average spending per pupil. Statistical analyses of exploratory MLRs and a HMR are used to support the research hypotheses. The final results of the HMR analysis show a teacher's age, salary, earned degree (unknown, associate, and doctorate), and ethnicity (Hispanic and Native Hawaiian/Pacific Islander) are all significant predictors of a Florida high school science teacher's professional longevity. Although statistically significant in the initial exploratory MLR analyses, a teacher's ethnicity (Asian and Black), a school's geographic location (city and rural), and a school's SES are not statistically significant in the final HMR model. --Page ii.

Quantitative Research for the Qualitative Researcher is a comprehensive supplemental text that provides qualitatively oriented students and researchers with the skills for conducting quantitative research. Throughout the book, authors Laura M. O'Donnell and James A. Bernauer provide ample support and guidance to prepare readers both cognitively and attitudinally to conduct high quality research in the quantitative tradition. Highlighting the complementary nature of quantitative and qualitative research, they effectively explain the fundamental structure and purposes of design, measurement, and statistics within the context of a research report, (including a dissertation). The text encourages the reader to see quantitative methodology for what it is—a process for systematically discovering new knowledge that can help describe, explain, and predict the world around us.

Research Methods in Education introduces research methods as an integrated set of techniques for investigating questions about the educational world. This lively, innovative text helps students connect technique and substance, appreciate the value of both qualitative and quantitative methodologies, and make ethical research decisions. It weaves actual research "stories" into the presentation of research topics, and it emphasizes validity, authenticity, and practical significance as overarching research goals. The text is divided into three sections: Foundations of Research (five chapters), Research Design and Data Collection (seven chapters), and Analyzing and Reporting Data (three chapters). This tripartite conceptual framework highlights traditional quantitative approaches while reflecting the growing popularity of qualitative studies, mixed method designs, and school-based techniques. This approach provides a comprehensive, conceptually unified, and well-written introduction to the exciting but often intimidating field of educational research.

The Second Edition of *Theoretical Frameworks in Qualitative Research*, by Vincent A. Anfara, Jr. and Norma T. Mertz, brings together some of today's leading qualitative researchers to discuss the frameworks behind their published qualitative studies. They share how they found and chose a theoretical framework, from what discipline the framework was drawn, what the framework posits, and how it influenced their study. Both novice and experienced qualitative researchers are able to learn first-hand from various contributors as they reflect on the process and decisions involved in completing their research. The book also provides background for beginning researchers about the nature of theoretical frameworks and their importance in qualitative research; about differences in perspectives on the role of theoretical frameworks; and about how to find and use a theoretical framework.

Quantitative Analysis Principles is one of the series of books covering various topics on technology and management published by London School of Management Studies. The

cover the introduction to the Topic and can be used as a very useful course study material for students pursuing their studies in undergraduate and graduate levels in universities and colleges and those who want to learn the topic in brief via a short and complete resource. We hope you find this book useful in shaping your future career, Please send us your enquiries related to our publications to press@lsms.org.uk London School of Management Studies www.lsms.org.uk

Introduction to Quantitative Analysis is one of the series of books covering various topics in science, technology and management published by London School of Management Studies. This book will cover the introduction to the Topic and can be used as a very useful course material for students pursuing their studies in undergraduate and graduate levels in universities and colleges and those who want to learn the topic in brief via a short and complete resource. We hope you find this book useful in shaping your future career, Please send us your enquiries related to our publications to press@lsms.org.uk London School of Management Studies www.lsms.org.uk

The aim of this book is to bridge the gap between introductory and more advanced 'technical' books on quantitative methods, helping the reader to progress clearly. This is a comprehensive guide to quantitative research, rooted in the author's own teaching and research. In particular, it challenges both the student who "does not do numbers" and the student who does nothing but numbers (and who therefore fails to interpret or challenge results). The book shows how all educational researchers need to "do" quantitative research, even if only in the sense of reading other people's research findings. In fact, the book challenges the conventional distinction between primary and secondary research data is inadequate, there is enormous need/opportunity for conducting research through using and reinterpreting secondary data. This leads to one of the main selling points of the book - Gorard's idea of the "idle researcher", who makes valuable contributions to the research literature by using data gathered by other researchers.

Objective: The primary goal of this study is to understand the factors that contribute to teachers and administrators involved in these projects viewing the feedback reports as effective and useable in order to continue improving the design and content of the reports to encourage knowledge utilization and integration at the school level. This study employed a mixed methods approach that included both qualitative and quantitative methods of data analysis. Specifically this study employed a concurrent nested design where quantitative data analysis was performed concurrently within a predominantly qualitative framework. The qualitative portion consisted of telephone interviews with YSS participants that had completed their School Profile. The quantitative portion was a secondary data analysis that examined the relationship between a downloading behaviour outcome and various school characteristics and contextual factors.

Results: Of the 57 eligible participants that were identified from the 2010-11 YSS sample, 8 participated in telephone interviews; in the quantitative analysis data from the schools that participated in the 2010-11 YSS were used. Overall interview respondents viewed the School Profile as a valuable and useful KTA tool for them and their school community. Aspects of the profile that contributed to its value were the tailored and quantitative information it provides; the clarity and readability of its design; the ease of accessing and sharing the profile in an electronic format; and the broad range of health topics covered in the Profile. Participants were also asked to discuss their use and sharing of the profile with almost 50% of respondents indicating that they had shared the profile within their school and/or community.

Instrumental and conceptual knowledge use were the most common forms described by participants. Participants also commonly expressed a desire for more resources to support continued use and uptake of the Profile in their school and community. The quantitative analysis revealed a statistical relationship between location in certain provinces and downloading behaviour but no other predictor variables proved significant in the full logistic model. Conclusion: The findings have contributed to understanding what facets of the School Profile contribute to its value as perceived by the individuals using it and point to a few avenues for further investigation regarding the Profile and its function within the YSS. The positive feedback by interview participants indicates that the Profile in its current state is a valuable and useful tool, however the use of additional strategies to support its uptake and utilization could be improved. The findings that location in certain provinces, some of which have collaborated on projects with the YSS, may influence Profile downloading and health outcomes within the province is a potentially important avenue for further investigation and refinement of YSS KE systems.

This textbook introduces international education scholars, professionals and graduate students to quantitative research methods. It provides them with the most foundational and useful concepts in quantitative analysis, using international education themes for all examples and practice problems. Readers will have a foundation to pursue more advanced methods and analyses, whether through formal training or future individual study. The book assumes no prior knowledge of quantitative analysis and is written for individuals who are new to statistics. Practice problems are found at the end of all substantive chapters, and datasets are provided so that readers can practice the analyses that are presented. Moreover, in each chapter, statistical approaches are illustrated with real examples from international education research. These examples provide context for each statistical method and represent a wide variety of contexts in international education research, covering a variety of international education topics and a variety of regions of the world. From the instructor perspective, these examples and studies could be used as additional course reading. Moreover, supplemental material provides slides that instructors can modify and use in conjunction with the text. Research Teaching Kit (RTK) is an instructional material for senior high school teachers. It features a guide on how to formulate a research title, sources of the problem, and a statement of the problem. It provides a further the contextualization of the subject matter of research with the observance of the competencies of the K to 12 Research Curriculum in the teaching of research. It includes an easy way to teach research from the coming up of the research study to a complete research report. The book provides a reference point for beginning educational researchers to grasp the most pertinent elements of designing and conducting research..." —Megan Tschannen-Moran, College of William & Mary Quantitative Research in Education: A Primer, Second Edition

A brief and practical text designed to allay anxiety about quantitative research. Award-winning authors Wayne K. Hoy and Curt M. Adams first introduce readers to the nature of research in science, and then present the meaning of concepts and research problems as they dispel the notion that quantitative research is too difficult, too theoretical, and not practical. Rich with examples and illustrations, the Primer emphasizes conceptual understanding and the practical utility of quantitative methods while teaching strategies and techniques for developing and testing research hypotheses. The Second Edition includes suggestions for empirical investigation.

features a new section on self-determination theory, examples from the latest research concluding chapter illustrating the practical applications of quantitative research, and more. This accessible Primer is perfect for students and researchers who want a quick understanding of the process of scientific inquiry and who want to learn how to effectively create and test ideas. "Introduction to Educational Research: A Critical Thinking Approach" is an engaging and informative core text that enables students to think clearly and critically about the scientific process of research. In achieving its goal to make research accessible to educators and equip them with the skills to understand and evaluate published research, the text examines how educational research is conducted across the major traditions of quantitative, qualitative, mixed methods, and action research. The text is oriented toward consumer education and uses a thinking-skills approach to its coverage of major ideas.

Successful Quantitative Analysis is one of the series of books covering various topics in technology and management published by London School of Management Studies. The books cover the introduction to the Topic and can be used as a very useful course study material for students pursuing their studies in undergraduate and graduate levels in universities and those who want to learn the topic in brief via a short and complete resource. We find this book useful in shaping your future career, Please send us your enquiries related to publications to press@lsms.org.uk London School of Management Studies www.lsms.org.uk

In this study an ANOVA was used to determine if there is a difference in the average ACT composite score when considering schools that offered and ACT prep class and those not in 84 Missouri public schools during the 2014-2015 school year. The findings for this research question indicated that there is a no relationship between student achievement and school districts when considering districts schools that offer an ACT prep course and do not. Based on the results of this study, the researcher suggests that future research analysis should be conducted about the effects of test preparation and student achievement. Research determining how long the ACT prep courses have been in place in each individual school building would be pertinent to the research findings. The researcher also suggests data from a larger sample size.

Research Paper from the year 2015 in the subject Economics, Statistics and Methods, grade: B, University of Stavanger (University of Stavanger), course: in Hotel Management, language: English, abstract: The main motive of this paper is to investigate the relations between Overall Satisfaction and Loyalty of Students towards the Norwegian Hotel Management (NHS). The purpose of this study is also to find out how students perceive the services provided by NHS and the students' perceptions of these, and how these factors influence the overall satisfaction of the students. In this study the researcher first intends to describe and explain why students perceive higher education as a service and how important it is in general, especially within the NHS. Then, in the next step, the definitions and concepts of satisfaction and loyalty based on the empirical researches in the similar area form the theoretical part. Afterwards, the attributes of satisfaction and loyalty, which are student loyalty and its relation to student satisfaction, will be measured. Finally, the study presents the results of data analysis and the results and conclusion are discussed. The purpose of this study was to investigate the relationship between student achievement and SLC (small learning communities) in a medium sized suburban high school district in order to determine

whether SLCs accomplished the goals of school reform.

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