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## **Research Writing in Iraqi Colleges: Suggestive Unit Plan**

**Fatimah Al-Asadi**

Ph.D. Student, University of Wyoming, US

**Badaa Al-Zubaidi**

Instructor, University of Baghdad, Iran

### ***Abstract:***

*Teaching research writing needs great efforts due to the outdated textbooks used in Iraqi universities and the lack of training for instructors which resulted in a huge gap of writing and research production in Iraq compared to other parts of the world. In this study, the researcher developed a unit for one type of research (quantitative), to show how much distance is the textbook used from what students need to learn writing in reality.*

***Keywords:*** Unit plan, methods, research, writing.

### **1. Introduction**

The researcher is planning this unit as part of the “Methods of writing Research” course specified for the second grade college students at the University of Baghdad, College of Education – English Department. The system of the college requires four monthly exams in the whole school year (out of 40), and a final exam (out of 60). No paper is needed and students are just required to memorize definitions of technical terms and some examples of citation. My unit is part of a book I am planning to present as a proposal to change the textbook for this class because Bailey’s *Writing Research Papers: A Practical Guide*, written in 1980, does not offer any good bases for students on types of research or ways of writing papers.

The unit, as I mentioned above, is the second in my progress book project entitled *How to Write a Paper: A Guide for Iraqi Researchers*. In the first unit I gave an introduction about research, types of research, and research questions. The book will be the main resource and the first step to be a researcher. It will help students be prepared to write their graduation papers in their final year of study at the English Department, and will aid those who want to pursue their graduate studies because they will have all the initial information about research methodologies and the right steps of writing scientific research.

The overall learning goal of my unit will be: Given all available information regarding the different characteristics of qualitative and quantitative research, as well as the different way of writing them, students will, be able to write a quantitative and qualitative research papers. The papers must follow the scientific way of constructing the suitable research tools of each kind and the APA style.

This goal represents the instructional strategy because it is specific and outcome based in stating what the students are expected to do, and what they should be able to do after the instruction was over. This instructional strategy is also measurable since it allows the instructor to follow the progress of students step by step throughout the whole course. And finally, he/she will achieve the goal of getting students able to recognize the different methodologies of research as well as building their required tools to collect data and analyzing that data. This strategy will develop several skills of collecting information, analyzing, and synthesizing it, which will all reflect on their future life when dealing with real life problems or situations.

Unit Objective:

1. Students should be able to recognize the quantitative methodology and its terminology (Knowledge).
2. Students should be able to choose a topic for a descriptive study (Application).
3. Students should be able to construct a survey (Application).
4. Students should be able to create a survey (Application).
5. Students should be able to familiarize themselves with SPSS.
6. Students should be able to analyze data according quantitative standards (Analysis).
7. Students should be able to analyze data according quantitative standards (Analysis).

## 2. General Plan

The table below explains the general plan and time frame for teaching the unit in question:

Date	Instructional Strategy	Details
10/2 9:30 am - 10:115 am	Students will be able to recognize descriptive research, surveys, and their relationship to the research questions.	<ul style="list-style-type: none"> <li>→ The instructor will provide students with a list of topics and at the beginning of class.</li> <li>→ Students have to work in pairs to write research question(s) for the suggestive topics.</li> <li>→ Students have to discuss the questions and decide if they are suitable for descriptive or qualitative studies.</li> <li>→ The instructor will then present the features of descriptive research and surveys.</li> <li>→ The instructor will explain how surveys work to answer those research questions.</li> </ul> <p style="text-align: center;"><b>Assignment:</b></p> <p>Students have to choose a topic for a descriptive study and write a research question (s).</p>
10/3 9:30 am - 10:115 am	Students will be able to know parts of a survey and what is meant by the cover letter.	<ul style="list-style-type: none"> <li>→ Students will work in groups to discuss their research questions.</li> <li>→ The instructor will move among groups and give notes.</li> <li>→ Students have to decide if they will work in pairs, groups, or individually in developing their studies, a list of those groups will be given to the instructor at the end of class.</li> <li>→ The instructor presents the components of the cover letter and the best way of writing it.</li> </ul> <p style="text-align: center;"><b>Assignment</b></p> <p>Students should write a cover letter and decide the sample of their studies.</p>
10/09 9:30 am - 10:115 am	Students will be able to know parts of a survey, kinds of questions used in it, and the variety of response scales.	<ul style="list-style-type: none"> <li>→ Students will work in groups to discuss their cover letters.</li> <li>→ The instructor will move among groups and give notes.</li> <li>→ The instructor presents the components of surveys and the differences among response scales.</li> </ul> <p style="text-align: center;"><b>Assignment</b></p> <p>Students should write suggestive questions and response scales for their surveys.</p>
10/10 9:30 am - 10:115 am	Students will be introduced to the actual design of surveys and what to avoid when writing them.	<ul style="list-style-type: none"> <li>→ Students will work in groups to discuss their cover letters.</li> <li>→ The instructor will move among groups and give notes.</li> <li>→ The instructor presents the format of surveys and what to avoid when constructing them using a PowerPoint presentation.</li> </ul> <p style="text-align: center;"><b>Assignment</b></p> <p>Students should write their surveys in their final format.</p>
10/16 9:30 am - 10:115 am	Students will be introduced to the coding process.	<ul style="list-style-type: none"> <li>→ The instructor will highlight the changes needed for the students' surveys.</li> <li>→ The instructor presents the coding process using a PowerPoint presentation.</li> </ul> <p style="text-align: center;"><b>Assignment</b></p> <ul style="list-style-type: none"> <li>→ Students will revise their surveys.</li> <li>→ Students have to code their surveys.</li> <li>→ Students will distribute their surveys and collect data.</li> </ul>
10/17 9:30 am - 10:115 am	Students will be introduced to the SPSS program and the process of analyzing data.	<ul style="list-style-type: none"> <li>→ The instructor will explain how to create an Excel Sheet to save data.</li> <li>→ The instructor will introduce students to the SPSS program.</li> </ul> <p style="text-align: center;"><b>Assignment</b></p> <ul style="list-style-type: none"> <li>→ Students will create an Excel Sheet for their data.</li> <li>→ Students will download their data into the SPSS program.</li> </ul>
10/23 9:30 am -	Students will be introduced to the SPSS program and the process of analyzing data.	<ul style="list-style-type: none"> <li>→ The instructor will explain how to analyze data using SPSS.</li> </ul>

10:115 am		<b>Assignment</b> → Students will use SPSS to analyze their data and save tables in a separate document.
10/24 9:30 am - 10:115 am	Students will be introduced to the SPSS program and the process of analyzing data.	→ The instructor will explain how to analyze data using SPSS <b>Assignment</b> → Students will use SPSS to analyze their data and save tables in a separate document.
10/30 9:30 am - 10:115 am	Students will understand what is meant by bar graphs and histograms and how to create them.	The instructor will explain to the students what is meant by bar graphs and histograms and how to create them. <b>Assignment</b> Students will use SPSS to create bar graphs and histograms for their data.
10/31 9:30 am - 10:115 am	<b>Students should be able to have all the practical items needed to write the “Methods” section of their descriptive research papers.</b>	<b>Students have to bring their laptops (or paper work) so the instructor can review all their data and analysis with them and answer their questions.</b>

Table 1: General Plan

Time	Instructional Strategy	Details
5 minutes	Attendance	
10 minutes	Students should be able to understand what is meant by descriptive research.	→ The instructor will have the definition of descriptive research written on the white board. → The instructor divides the class into groups of four students. → The instructor distributes lists of research questions. → -Students have to work in their groups to decide which of the questions can be answered in descriptive studies.
15 minutes	Students should be able to know what is meant by surveys.	The instructor will present the features of surveys using PowerPoint presentation.
15 minutes	Students should be able to understand the relationship between surveys and answering descriptive research questions.	The instructor will explain how surveys work to answer research questions.

Table 2: Sample lesson detailed step-by-step procedures

This unit is totally different from unit two in Bailey’s textbook which is taught now for the stage in question. In that book the author introduces students to definitions of library sections, catalogues, and cards. It is all theoretical information which makes the job of the instructor difficult because libraries in Iraq do not reflect what is written. In contrast, my unit is very practical because it gets students right to the point, by presenting what they will actually do if they would like to write a descriptive paper. I plan to have a unit talking about documentation after exploring everything about quantitative and qualitative research. If students do not know the research methodologies and the right way to conduct research, then teaching students parts of the library will add nothing to them.

### 3. References

- i. Bailey, E. P., Powell, P. A., & Shuttleworth, J. M. (1981). Writing research papers: A practical guide. New York: Holt, Rinehart and Winston.
- ii. Johnson, B & Christense. (2014). Educational research: Quantitative, qualitative, and mixed approaches. California: SAGE Publications, Inc.
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**Appendix**  
**Chapter Two**

**1. Descriptive Research**

In quantitative research questionnaires and surveys are used to collect data. Those questionnaires and surveys are called “tools” or “instruments” of the study. Those instruments are defined in advance and remain unchanged throughout the study. A survey is the tool for descriptive studies because you are just describing the perspectives, or points of view, of your participants.

To conduct a descriptive study you need to know how to do a survey. Many students use ready questionnaires adopted in other studies. I do not support that for two reasons:

1. If you think of publishing your research abroad you will be faced with the requirement of “**rights and permissions**”.
2. You are going to be restricted by the instrument which will limit your thinking concerning the actual environment of your study.

What I hope for students is that they think out of the box. Why depend on others ideas while you can create your own instrument depending on what “you” need to investigate?

**2. Creating Your Survey**

A survey is a “group of quantitative data collection techniques that involve the administration of a set of questions or statements to a sample of people.” (Mertler, 2016, p. 237). It is used to tap “into constructs such as attitudes, beliefs, prejudices, preferences, and opinions.” (Salkind, 2012, p. 198). For example, a survey can be used to assess the following:

- Parents’ attitudes towards the use of punishment in schools.
- Teachers’ perceptions of a particular method of teaching.
- Parents’ views on private schools strategies in using content English teaching.

Your research question, as mentioned in chapter one, should be the first indication of using a survey. If you consider the three survey examples above you can infer the following research questions:

- Parents’ attitudes towards the use of punishment in schools.
  1. What are parents’ attitudes towards the use of punishment in primary schools?
  2. What is the type of punishment used in primary schools?
- Teachers’ perceptions of a particular method of teaching.
  1. What are the perceptions of English teachers’ regarding using GTM to teach English in secondary schools?
  2. How do secondary school English teachers see GTM in developing students’ language skills?
- Parents’ views on private schools strategies in using content English teaching.

1- How do parents’ view the effectiveness of using content English teaching in private schools?

After formulating your research question(s) then comes the time of considering the construction of your survey. It is preferable to have a short survey which can fit on one paper (or both sides of the paper). The minimum questions should be 15. Those questions can have various response scales: multiple-choice items, dichotomies (e.g. yes/no questions), or short answer questions– which are called ‘scales’ (see Table 1).

Response Scale	Examples			
Four points scale	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Strongly disagree  <input type="radio"/> Disagree  <input type="radio"/> Agree  <input type="radio"/> Strongly agree                             </td> <td style="width: 5%; text-align: center; vertical-align: middle;">}                             </td> <td style="width: 45%; vertical-align: middle; text-align: center;"><b>Likert scale</b></td> </tr> </table>	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Agree <input type="radio"/> Strongly agree	}	<b>Likert scale</b>
<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Agree <input type="radio"/> Strongly agree	}	<b>Likert scale</b>		
Five points scale	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Never  <input type="radio"/> Not very often  <input type="radio"/> Sometimes  <input type="radio"/> Most of the time  <input type="radio"/> Always  <input type="radio"/> .....  <input type="radio"/> Never  <input type="radio"/> Once or twice a year  <input type="radio"/> Every few months  <input type="radio"/> Monthly  <input type="radio"/> Weekly or more                             </td> <td style="width: 50%;"></td> </tr> </table>	<input type="radio"/> Never <input type="radio"/> Not very often <input type="radio"/> Sometimes <input type="radio"/> Most of the time <input type="radio"/> Always <input type="radio"/> ..... <input type="radio"/> Never <input type="radio"/> Once or twice a year <input type="radio"/> Every few months <input type="radio"/> Monthly <input type="radio"/> Weekly or more		
<input type="radio"/> Never <input type="radio"/> Not very often <input type="radio"/> Sometimes <input type="radio"/> Most of the time <input type="radio"/> Always <input type="radio"/> ..... <input type="radio"/> Never <input type="radio"/> Once or twice a year <input type="radio"/> Every few months <input type="radio"/> Monthly <input type="radio"/> Weekly or more				
Three points scale	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Never  <input type="radio"/> Sometimes  <input type="radio"/> Always  <input type="radio"/> .....  <input type="radio"/> Unprepared  <input type="radio"/> Somehow prepared  <input type="radio"/> Well prepared                             </td> <td style="width: 50%;"></td> </tr> </table>	<input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always <input type="radio"/> ..... <input type="radio"/> Unprepared <input type="radio"/> Somehow prepared <input type="radio"/> Well prepared		
<input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always <input type="radio"/> ..... <input type="radio"/> Unprepared <input type="radio"/> Somehow prepared <input type="radio"/> Well prepared				

Dichotomous scales	i. Yes/No ii. True/False iii. Unfair/Fair iv. Disagree/Agree
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*Table 1: Response Scales*

In your survey you should use more than one response scale, and those scales should be grouped according to their types, that is, five scale answer questions should be grouped together, three scale answer questions should go together, and so on.

Short answer questions are usually used to collect demographics, which are asking for personal characteristics. Age is the most common thing to be asked about by a short answer question.

### 3. Actual Steps

Let me give you an example of how to create a survey. Thinking about the importance of understanding students' backgrounds to achieve better results in the teaching/learning process, I wanted to do a study about school-parent relationships. The first think I did was formulating my research questions. So I came out with the following:

- How often do Iraqi EFL teachers in secondary schools meet with students' parents?
- What is the role of school parent relationship in improving EFL students' language skills?

To answer these questions I wanted to know the perspectives of secondary school English teachers, so I was in need of a survey.

#### 3.1. Building the Survey

A survey is different than a questionnaire in that its questions are not restricted to one point. That is because questionnaires are designed to find out the **significance** of a **variable**.

#### 3.2. Components of a Survey

##### 3.2.1. The Cover Letter

Whether you are planning to use an electronic or physical survey, you will be in need of a cover letter. The cover letter is the first thing participants see (or hear) before taking the survey. The cover letter states the following:

- Who you are (talk about yourself as a researcher).
- What the study is about.
- How long it will take to complete the survey.
- Deadline participants may have to complete the survey (see Figure 1).

At the end of your cover letter you would better state why the participants are the best people to complete the survey in question.

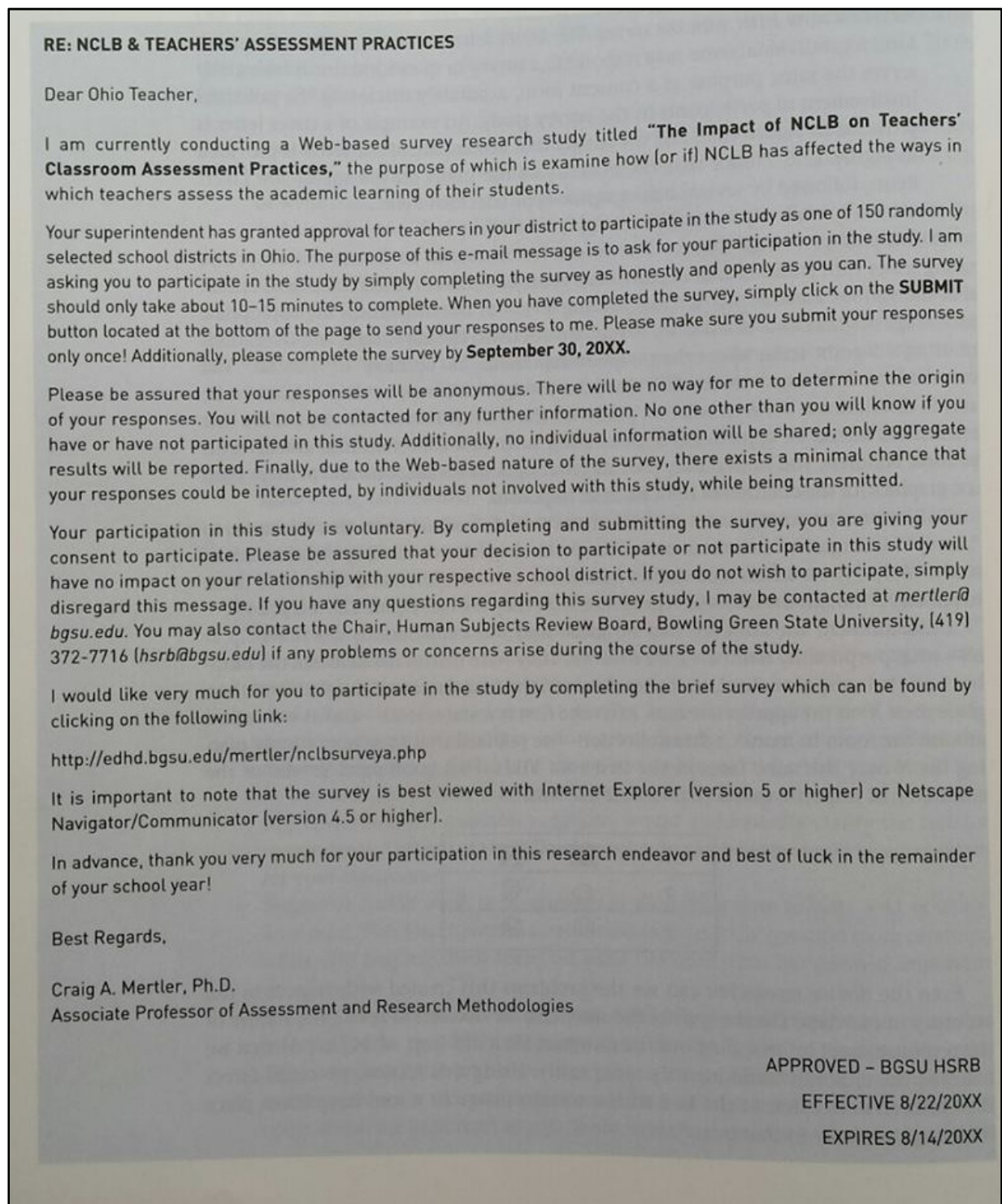


Figure 1: Sample Cover Letter (Mertler, 2016, p.244)

### 3.3. The Survey

The first thing to write in your survey is a title. You do not have to write the whole title of your research paper. The title of the survey should be short and exactly to the point. For example, in my study, *The Role of School-Parent Relationship in Improving EFL Student's Language Skills*, I used **"School-Parents' Relationship and EFL Students"** as a title for my survey. In another study, *English as a Transformative Power: The Impact of English Learning on the Life of Iraqis*, I used **"The Impact of English Learning"** as a title for the survey.

As I mentioned before, questions should be grouped according to their response scale type. Avoid using "Do not apply" and "Not applicable" in your scales, because they will affect your analysis. At the end of the survey you will have to add the **demographic** questions, which ask about age, sex, years of experience, graduation date, or any other personal characteristic you need in your study.

The demographics are necessary for the sample description you are going to provide in the **Methods** section in your paper. At the end of the survey you need to write a “Thank You” note followed by your contact information (name and e-mail address, see Figure 2).

- Dos/Don'ts**
- Do not use negatively worded items.
  - Avoid using positive and negative wording in the response scales.
  - Don't use **'but, or, and, commas or parentheses'** in the survey questions because they cause confusion.
  - If you cannot avoid using **'not'** in an item, you should bold or italicize it.
  - Avoid abbreviations.
  - Avoid using 'check all that apply'.
  - Use circles (  ) in your surveys because they indicate **'check one'**.
  - Don't use squares (  ) in your surveys because they indicate **'check all that apply'**.
  - Never use **numbers** in the response scales.

**School-Parents' Relationship and EFL Students**

Please answer the following items:

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
It is important to meet with students' parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with students' parents help teachers understand ways of improving their lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with parents activates the role of families in supporting the process of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item	Never	Once or twice a year	Every few months	Monthly	Weekly or more
How often do you meet with students' parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you visit your students' neighborhoods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you visit your students' families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item	No	Yes
Do you involve your students' parents in any way in the EFL teaching?	<input type="radio"/>	<input type="radio"/>
Do you know all your students' cultural backgrounds?	<input type="radio"/>	<input type="radio"/>

**How many students do you have in your classroom?** \_\_\_\_\_

**How do you meet with students' parents?**

In group                       Individually

**Demographics**

**How old are you?** \_\_\_\_\_ years old

**What is your gender?**    Male    Female

**When did you graduate?** \_\_\_\_\_ (e.g. 2004)

**How many years have you been in the profession of teaching?** \_\_\_\_\_ years.

**Where do you teach?**    Girls' secondary school    Boys' secondary school

Thank You!

Thank you for taking my survey. Your responses are very important to me.  
If you have any questions please email me at \*\*\*\*@\*\*\*\*.

*Figure 2: Sample Survey*



3.4. Survey Design

There are survey tools which might help you build you survey, but the difficulties of students getting internet access makes me prefer hand printed surveys. Group similar response scales in separate tables (see Figure 2) and pay attention to the designs of these tables. Make sure they are of the same size and consider shading every other question; because shading and white spaces guide the eyes. Shading color should be light gray or light blue. I, personally, prefer light blue because it is comfortable for the eyes.

If your survey is two pages long consider following a psychological trick: two sides of the paper looks shorter! So, print out your survey on both sides of the paper.

In your response scales begin with the least point, i.e., Never, Strongly Disagree, ... etc.

3.5. Coding

After building your survey it is better if you code it before distribute it to your sample. Coding means “using numbers to represent data.” (Salkind, 2012, p. 391). Coding is very necessary to start analyzing data. You will have to print out a copy of your survey and code it as is shown in figure 3). You have to code the questions of the survey as Q1, Q2, Q3... etc. as they occur on the paper. Then code every response scale starting from number 1. Demographics can stay as they are or you can label them as the other questions. After you finish coding you can prepare the excel sheet to fill in the data later (see Figure 4).

**The Impact of English Learning**

Please answer the following items:

Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Q1 English learning helped me communicate with others	0	0	0	0
Q2 English learning helped me express myself	0	0	0	0
Q3 English learning helped me understand other cultures	0	0	0	0
Q4 English learning has a positive impact	0	0	0	0
Q5 English learning helped me choose my job/college	0	0	0	0

Item	1 Never	2 Sometimes	3 always
Q6 How often do you use English when you travel?	0	0	0
Q7 How often do you use English in your job/in class?	0	0	0

Item	1 No	2 Yes
Q8 English helped me create new friendships.	0	0
Q9 English helped me use electronics.	0	0

**Demographics**

Q10 How old are you? \_\_\_\_\_ years old.

Q11 What is your gender?  Male  Female

Q12 What is your degree? \_\_\_\_\_

Q13 What is your father's degree? \_\_\_\_\_

Q14 What is your mother's degree? \_\_\_\_\_ years.

Q15 Where did you attend high school?  Al-Rusafa  Al-Karkh  Other: \_\_\_\_\_

**Thank You!**

Thank you for taking my survey. Your responses are very important to me.

Figure 3: sample Coding Book



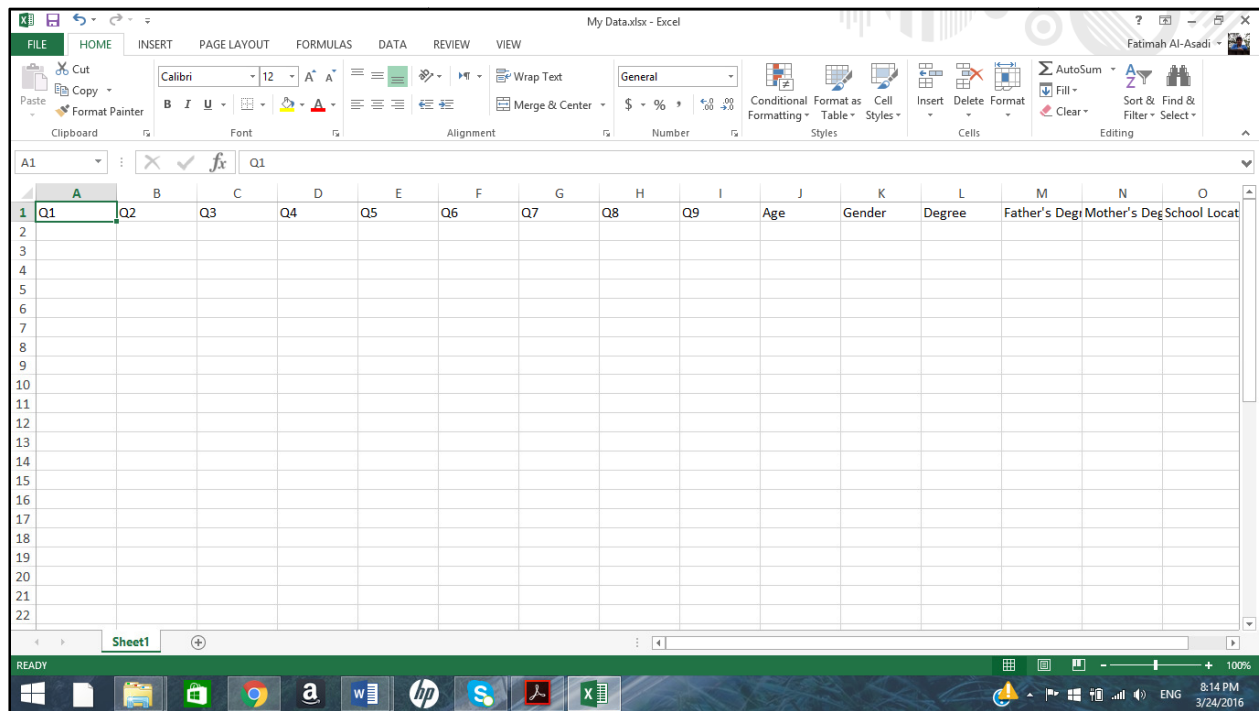


Figure 4: Sample Excel Sheet 1

As you see in Figure 4, the first row will be dedicated to the codes of your survey items. The response scales codes will point to the answer of the participant, so you will have to use your code book to guide you when you add the data to the sheet.

Now you have your survey and code book ready and you can distribute your survey to the participants. After you collect back the survey you will add the data to your excel sheet. Every row in your excel sheet will be dedicated to one survey (one participant) as you can see in Figure 5.

**Note:** when you study the Sample Excel Sheet in figure 5 you have to go back to figure 3 to see the questions and think about how the participants answered the survey.

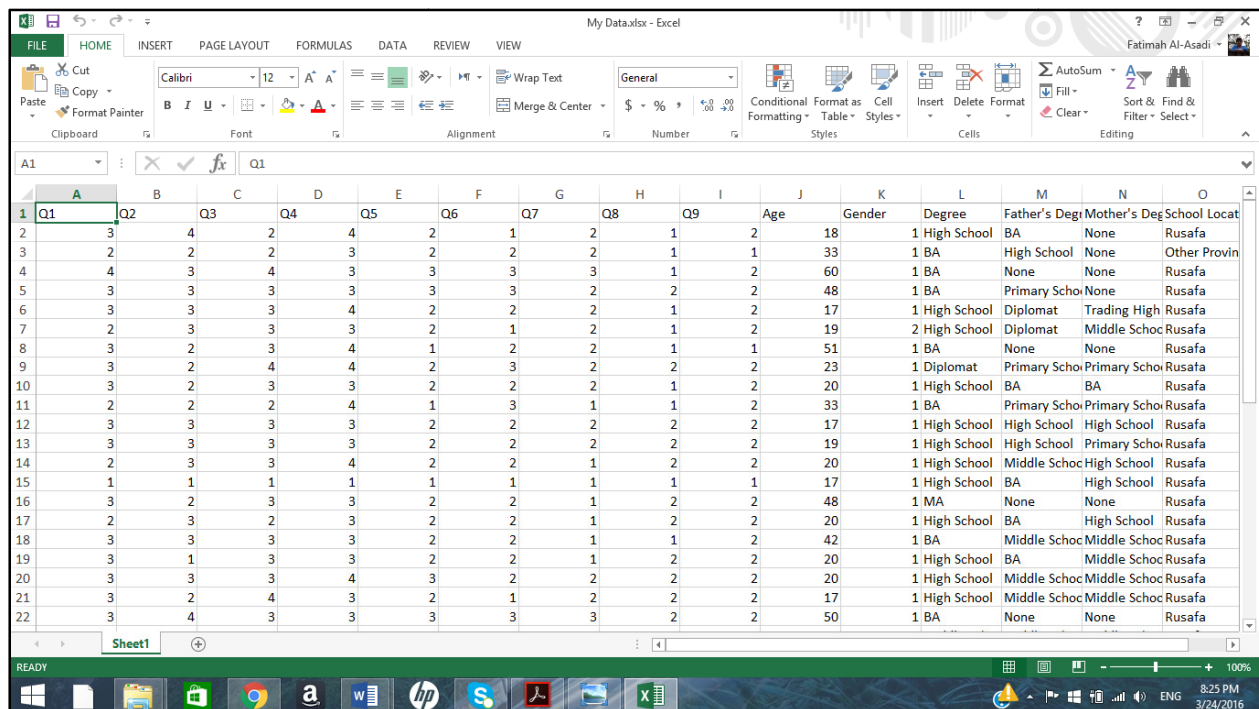


Figure 5: Sample Excel Data Sheet 2

#### 4. Analyzing Data

When you have your excel data sheet ready, you can start analyze your data. You can use Microsoft Excel or SPSS programs. In this book I will discuss analyzing data by SPSS because it is the most recent program required for research studies in other countries. Instead of manually entering your data into the SPSS sheet you will download it from your ready Excel sheet (See Figure 6).

ID	Sex	Age	Choice1	Choice2	Choice3	Choice4	Choice5	Choice6	Choice7	Choice8
1	1	1	2	2	1	3	2	1	3	2
2	2	2	1	3	1	1	1	4	2	3
3	3	1	3	3	1	2	1	1	2	3
4	4	2	3	3	4	1	2	1	2	1
5	5	2	3	3	1	1	3	4	2	3
6	6	1	1	2	3	1	3	3	4	2
7	7	2	2	3	1	1	4	2	2	3
8	8	1	1	3	4	1	2	2	2	3
9	9	2	2	3	1	1	2	3	2	3
10	10	1	2	3	1	1	3	4	2	1

Figure 6: Sample SPSS First Sheet

When you download the data into the SPSS you will see that the items' codes you provided will be spontaneously added (e.g., Q1, Q2, Q3... etc.) to the first column in the second sheet. You will need to enter the details of those items in the second column, labeled 'Type', and the response scales in the sixth column, labeled 'Value' (See Figure 6).

Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

Figure 7: Sample SPSS Second Sheet

What you need to calculate for a descriptive study are the following:

##### 4.1. Frequencies and Mean

Frequency is the occurrence of “data values in which the data are rank ordered” (Johnson & Christensen, 2014, p.520). You can find out the frequencies of any item in your survey by going to the ‘analyze’ icon at the top of the first page in SPSS, then move your mouse to ‘Descriptive Statistics’ and click on ‘Frequencies’ (See Figure 8 a).

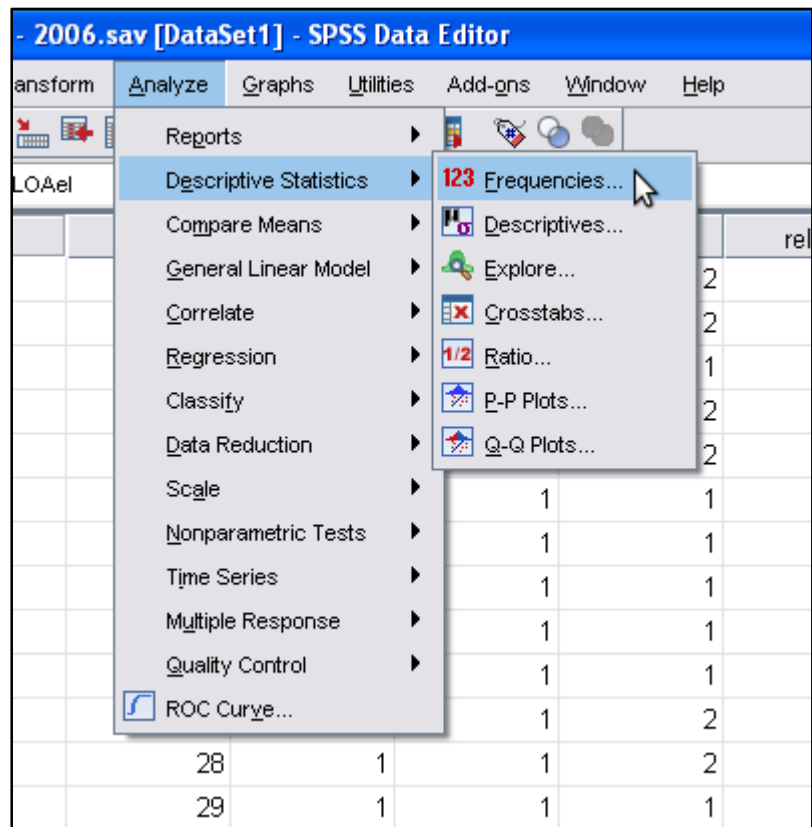


Figure 8 a: Frequency Calculation

A dialogue box will pop out in which you will find all your survey items (questions) listed in the left hand box. You have to choose what items you would like to calculate frequency for and then click on the arrow in the middle to move them into the right box. You will have to add items one by one. After you add all the required items click 'OK' and you will have a table of all the frequencies (See Figure 8 b and Figure 10 c).

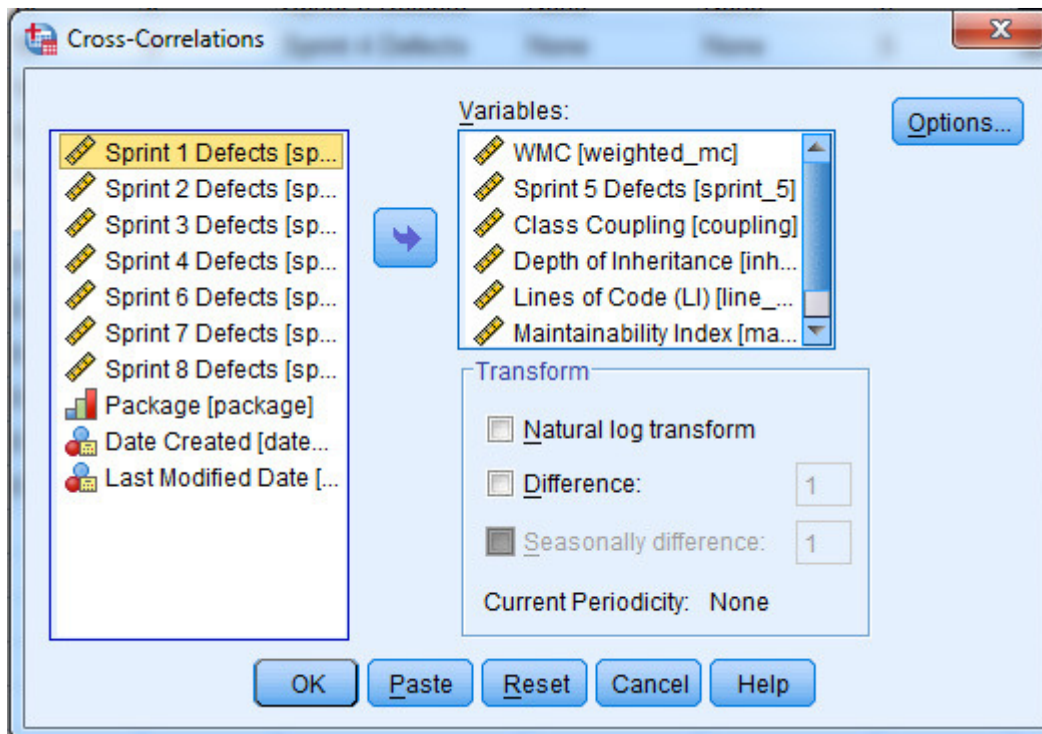


Figure 8 b: Frequency Calculation

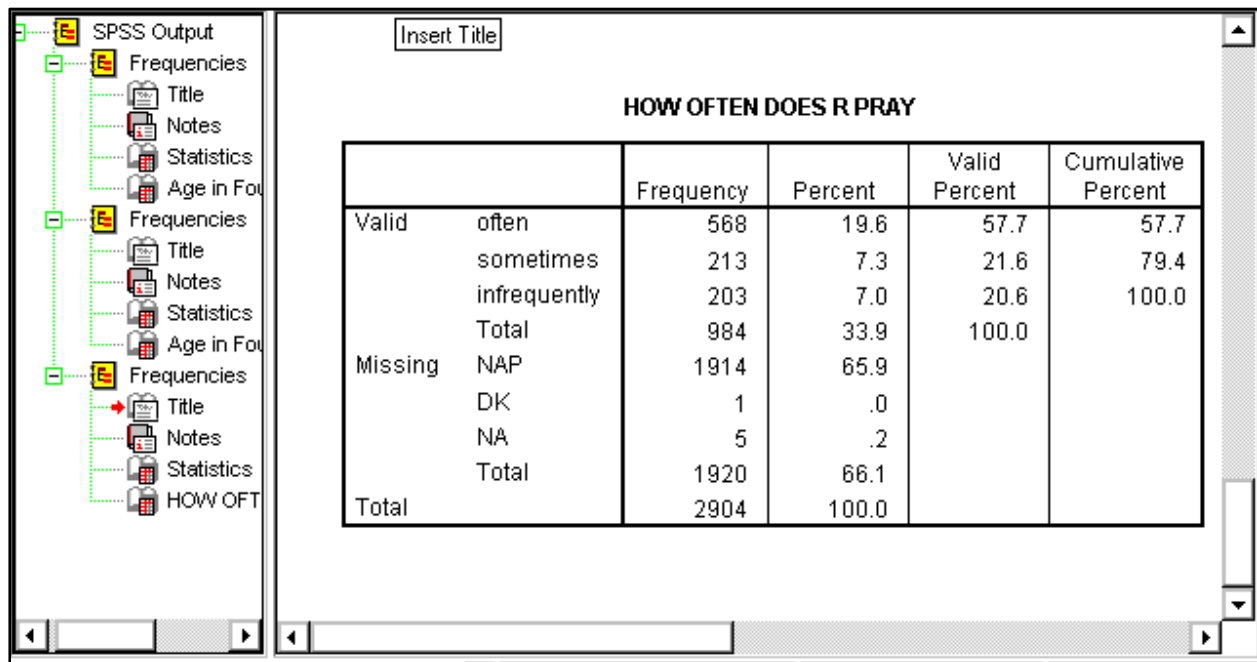


Figure 8 c: Frequency Calculation

You will be in need of calculating the Mean to several items of your survey. The Mean is “the arithmetic average, or what most people call the average.” (Johnson & Christensen, 2014, p. 526). You can find out the Mean for any item in your survey by going to the ‘analyze’ icon at the top of the first page in SPSS, then move your mouse to ‘Descriptive Statistics’ and click on ‘Descriptives’ (See Figure 9 a).

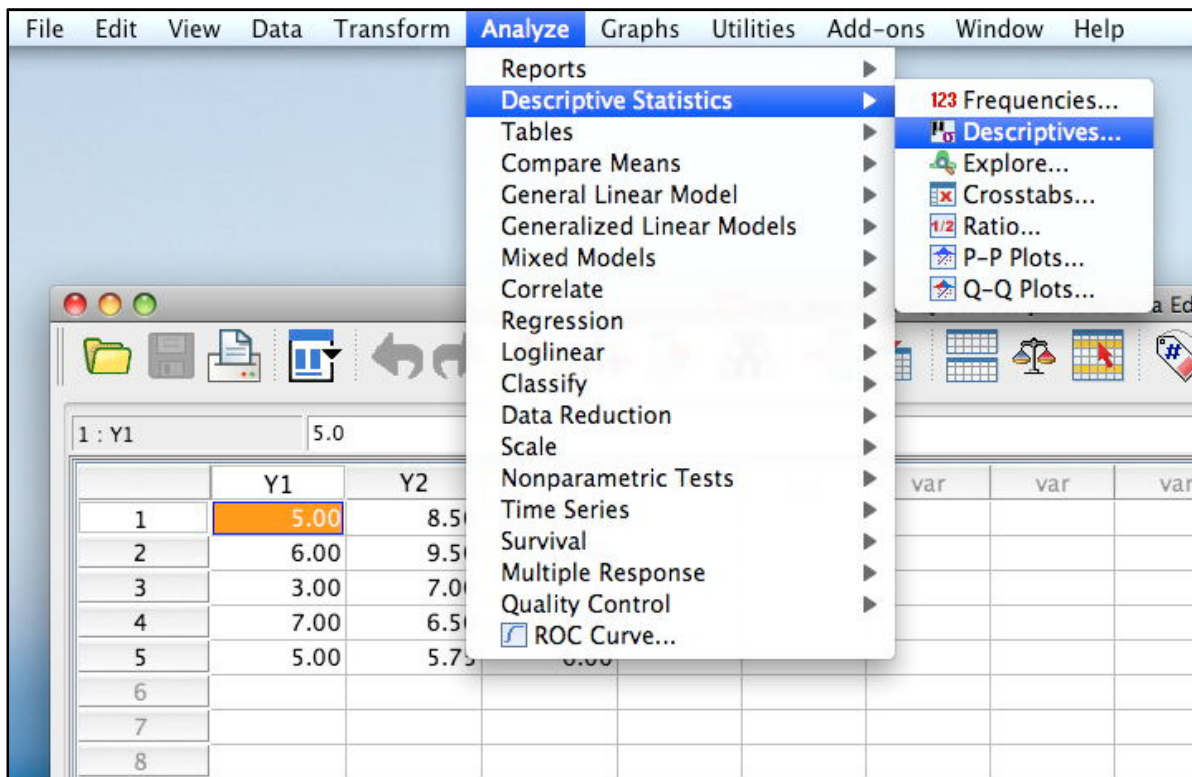


Figure 9 a: Calculating the Mean

As with the frequencies, a dialogue box will pop out in which you will find all your survey items (questions) listed in the left hand box. You have to choose what items you would like to calculate Mean for and then click on the arrow in the middle to move them into the right box. You will have to add items one by one. After you add all the required items click ‘OK’ and you will have a table of all the Means(See Figure 9 b).

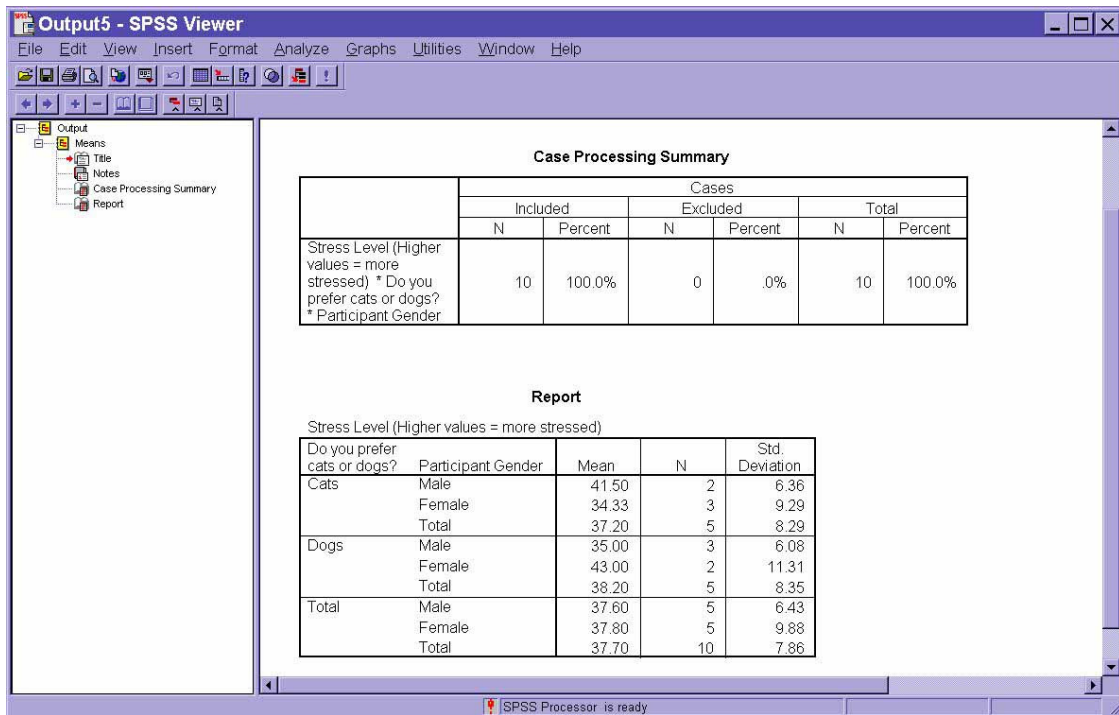


Figure 9 b: Calculating the Mean

4.2. Graphic Representation of Data

4.2.1. Bar Graphs

A **bar graph** is “a graph that uses vertical bars to represent the data” (Johnson & Christensen, 2014, p. 521). To draw a bar graph using SPSS go to ‘Graphs’ at the top of the first page of SPSS then scroll down to ‘Legacy Dialogs’ and finally choose ‘Bar’ kind of graphs (See Figure 10 a and Figure 10 b).

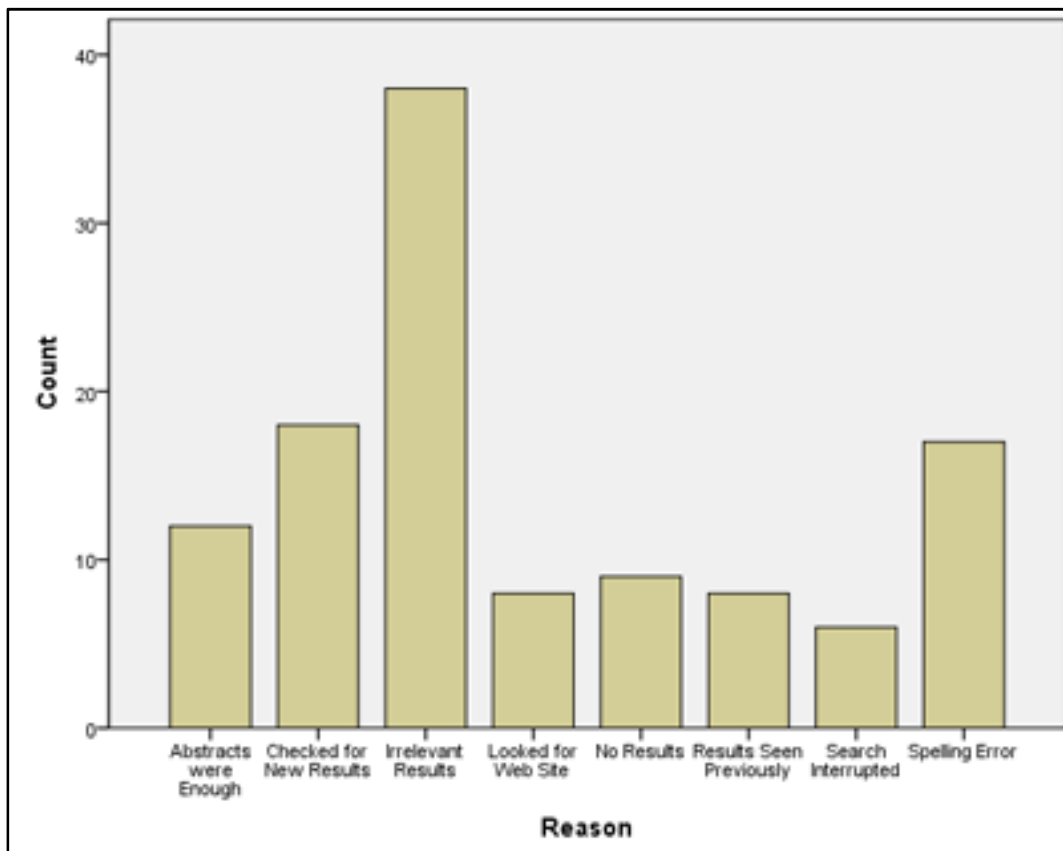


Figure 10 a: Bar Graphs



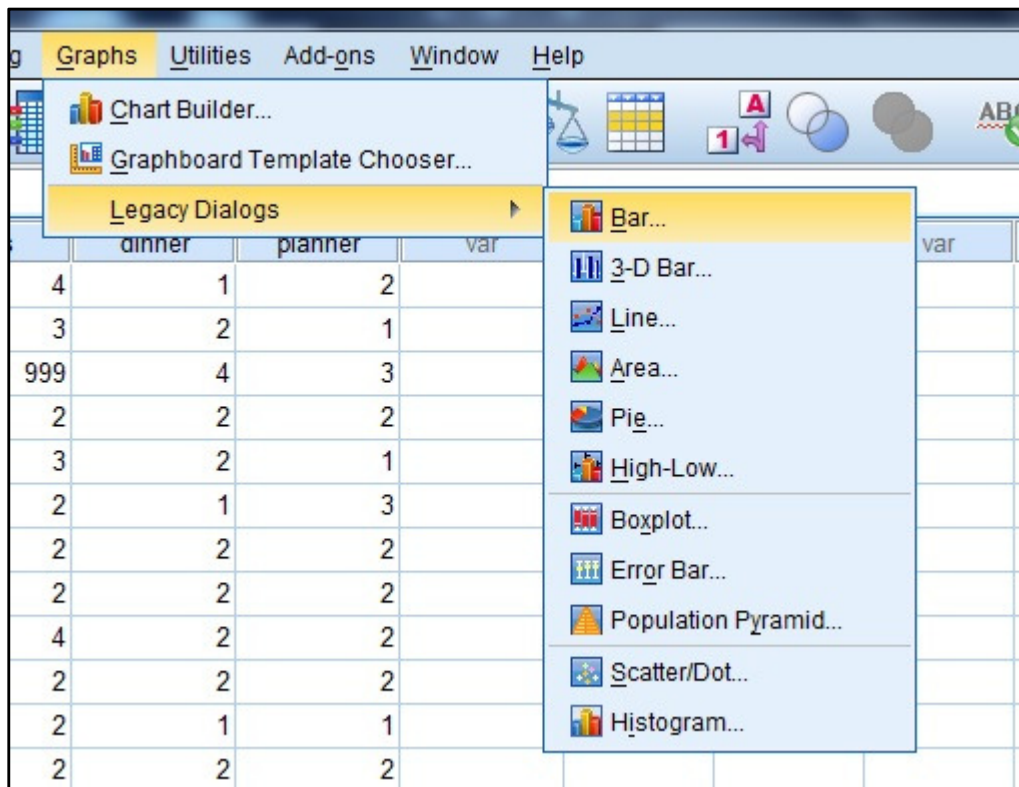


Figure 10 b: Bar Graphs

4.2.2. Histograms

A histogram on the other hand is “a graphic presentation of a frequency distribution.” (Johnson & Christensen, 2014, p. 522). To draw a histogram using SPSS go to ‘Graphs’ at the top of the first page of SPSS then scroll down to ‘Legacy Dialogs’ and finally choose ‘histogram’ kind of graphs (See Figure 11 a and Figure 11 b).

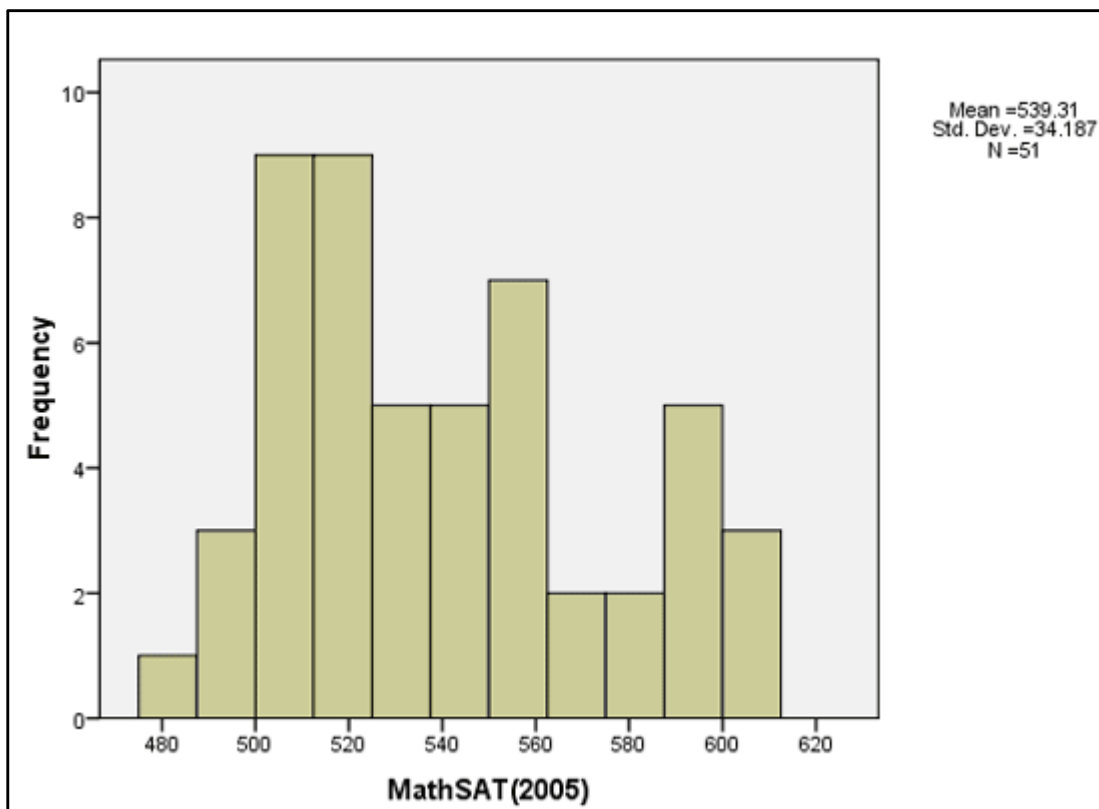


Figure 11 b: Histogram

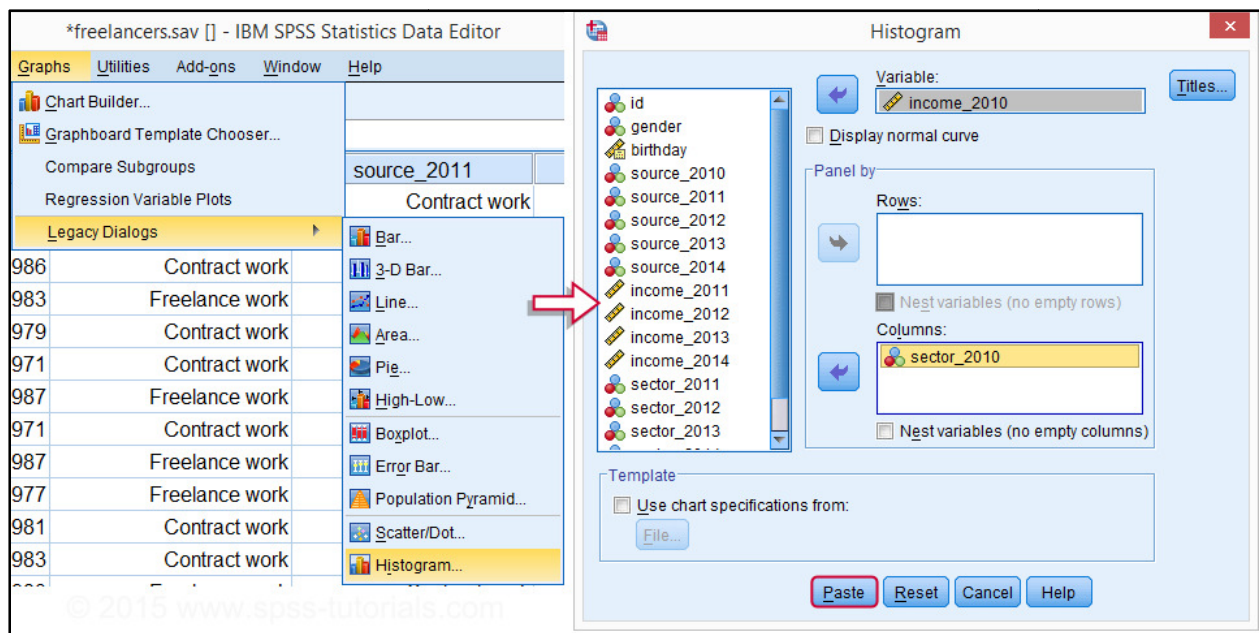


Figure 9 b: Calculating the Mean