

Market Research Workbook



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Course information

Basic information

Course title: Market Research

Course code: 60C201

Course type: Seminar

Credit: 3

Contact hours/week: 2

Evaluation: seminar mark (five-grade) (in-class exams, final research report and final presentation of the research results)

Prerequisites: Basic marketing and statistical knowledge

Requirements

During the course, students learn the usage of primary empirical research types in practice. Their own research is made in small groups in a chosen topic throughout the semester. Practical tasks are given class by class, which should be shortly presented by the groups at the beginning of the next class. Two in-class exams are included in the course. At the end of the semester, a summary of their research project is presented to the rest of the students in the form of a final oral presentation and they are also required to write a research study. The course requires the full attention and active participation of students. The course can not be completed without the final presentation and the research study. The final grade is made up of the points got for group work throughout the semester, activeness, final presentation and the two in-class exams. Without the passing of the 2 in-class exams (min. requirement is 60% on each exam), a final grade can not be given.

In-class short presentations

- Oral presentation exercise.
- Should be done together with your group.
- Every member of your group should present in class, the purpose is for you to practice presentation.
- Tasks are given at the end of the classes.
- You have to hand them in, in a presentation form on Coospace.
- They should be uploaded until next seminar. You can see the deadline on Coospace.
- Your own contribution is being evaluated (this means that any document that contains solely or mainly someone else's work will not get points).

Research paper

Your task will be to write a research paper of one particular topic you chose at the beginning of the semester. (Topics should be checked with the supervisor in class first.) Essays should be written in your groups (3-4 members). You can see the stylistic requirements and an outline example in a separate document.

Research paper requirements:

- Should be about 12-15 pages long.
- Should include:
 - Introduction, relevancy and motivation for the research topic.
 - Enlisting the main secondary data sources, based on which the hypotheses were stated.
 - Research question(s) (and hypotheses, if applicable)
 - Introduction of applied research methods, the probable introduction of research barriers.
 - Description of the target group (and any relevant primary results related to the sample).
 - Introduction of primary research results. (Please use the acquired methods: tables and charts for making it easily understandable for the readers.)
 - Answering the research question(s) and if applicable, testing hypotheses: accepting or rejecting them.
 - Conclusion and possible future implications
 - Summary of results

Evaluation of papers:

- Theoretical knowledge and background (0-5 points)
- Understanding and introducing key concepts using only relevant examples, material and resources (0-5 points)
- Style, structure and language (0-5 points)
- Your own contribution is being evaluated (this means that any document that contains solely or mainly someone else's work will not get points).

Final presentation

- Group work, which requires every member to participate in the presentation as well.
- Includes the presentation of your chosen research topic's overall introduction. (The topic is the same as that of the written paper.)
- Length: 15 minutes
- Slides: 15-20
- Should include:
 - Introduction, relevancy and motivation for the research topic.
 - Enlisting the main secondary data sources, based on which the hypotheses were stated.
 - Research question(s) (and hypotheses, if applicable)
 - Introduction of applied research methods, the probable introduction of research barriers.
 - Description of the target group (and any relevant primary results related to the sample).

- Introduction of primary research results. (Please use the acquired methods: tables and charts for making it easily understandable for the readers.)
- Answering the research question(s) and if applicable, testing hypotheses: accepting or rejecting them.
- Conclusion and possible future implications
- Summary of results
- Evaluation:
 - Theoretical knowledge behind it: 0-5 points
 - Oral presentation: 0-5 points
 - PPT/Prezi: 0-5 points
 - Own ideas and implications: 0-5 points

Grading System

Throughout the semester, points can be gained during classes. Based on these points, the seminar evaluation is as follows:

5 (Excellent)	90-100%
4 (Good)	80-89%
3 (Average)	70-79%
2 (Poor)	60-69%
1 (Fail)	0-59%

Topics

Introduction: history of marketing research, MIS
Market research steps. Problem identification and definition
Gathering data, secondary data sources
Primary data – Quantitative methods
Sampling
Designing the questionnaire
Primary data – Qualitative methods – In-depth interview, focus groups, creative groups
Primary data – Experiments and observation
Data analysis, interpretation of findings
Application in practice: product and brand testing
Application in practice: measuring consumer satisfaction

Learning outcomes

- *regarding knowledge, the student*
 - knows the marketing information system (MIS): functions and structure
 - knows the process/steps of market research
 - knows the market/marketing research terms

- knows the essential methods of collecting information and the modes of evaluating them
- *regarding competencies, the student*
 - is capable of employing techniques and methods of solving certain marketing problems
 - is capable of developing his/her problem identification skill and learning the process of creating a research plan
 - is capable of uncovering facts and basic connections between the variables
 - is capable of using primary empirical research types in practice and conducting his/her own research
- *regarding attitude, the student*
 - is capable of critical evaluation of research methods, sampling techniques and research results
 - is capable of understanding both the theoretical and practical aspects of the study material
- *regarding autonomy, the student*
 - works individually in the field of market research with responsibility
 - prepares and presents market research tasks and projects (primary research)

I. Preface



Source: <https://www.freeiconspng.com/img/33300>

The following workbook is the lecture notes of the Market Research class conducted in English at the University of Szeged, Faculty of Economics and Business Administration.

The aim of the workbook is to provide practical exercises for students of Market Research. During the Market Research course students will become able to familiarize themselves with the history and different concepts of market research. The workbook also helps students to develop their problem

identification skills and to learn the process of creating a research plan. The workbook helps to guide students through practical market research exercises in order to make them familiar with different research methods in practice. The application of the learned theoretical background plays a crucial role in the solution of the practical exercises. This way, students will understand both the theoretical and practical aspects of the study material. Students learn the usage of primary empirical research types in practice and they will be able to conduct research themselves. Additionally, the workbook helps students prepare for the Market Research exam and the application of market research processes in real life.

The workbook is comprised of four chapters. After the preface, the second chapter introduces exercises concerning the beginning stages of the research process such as discovering and defining the research problem and research questions, developing the research design and researching secondary literature. The third chapter provides additional tasks about the collection of primary data with different measures such as surveys, in-depth interviews, focus groups, observations and experiments. In the last chapter, sampling exercises can be found.

Each chapter of this workbook can be found in the *Market Research* lecture note. Therefore, acquire the theoretical background first, and after that, do the exercises of this workbook.

We wish you happy and productive exercise solving hours! ☺

II. Beginning stages of the research process

This problem oriented chapter of the workbook helps you to employ techniques and methods of solving certain marketing problems. After this part, you will also get to know the essential methods of collecting information and the modes of evaluating them. You will also have a good command of market/marketing research terms. Chapter II can support you to uncover facts and basic connections between the variables.

II.1. Discovering and defining the research problem and research questions

Before doing the exercises of this chapter you should revive the definition of research problem and research question.

‘A research problem is a definite or clear expression [statement] about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or within existing practice that points to a need for meaningful understanding and deliberate investigation. A research problem does not state how to do something, offer a vague or broad proposition, or present a value question.’ (Alan 2007)

Do not forget to use FINER criteria for defining a good research question (Hulley et al. 2007)

F = Feasible

- Adequate number of subjects
- Adequate technical expertise
- Affordable in time and money
- Manageable in scope

I = Interesting

- Getting the answer intrigues the investigator, peers and the community

N = Novel

- Confirms, refutes or extends previous findings

E = Ethical

- Amenable to a study that institutional review board will approve

R = Relevant

- To scientific knowledge
- To clinical and health policy
- To future research

Source: Hulley et al. 2007

Exercise 1

Hello bar owner! You are planning on opening a new bar in Szeged but before you do so, you would like to do a market research. Indicate your possible research problem, research aims and two hypotheses of your research.



Source: <https://www.dreamstime.com/stock-illustration-beer-set-vector-glasses-mugs-ink-hand-drawn-style-white-image56238033>

- Research problem:
- Research aims:
 -
 -
 -
- Hypothesis 1:
- Hypothesis 2:

Exercise 2

Go to the library or surf the web and find a few business journals. Record minimum 5 hypotheses that have been investigated in the last 5 years. Evaluate these hypotheses and identify the key independent and dependent variables.

- Hypothesis 1:
- Evaluation of hypothesis 1:
- Independent and dependent variables of hypothesis 1:
- Source 1:
- Hypothesis 2:
- Evaluation of hypothesis 2:
- Independent and dependent variables of hypothesis 2:
- Source 2:

- Hypothesis 3:
- Evaluation of hypothesis 3:
- Independent and dependent variables of hypothesis 3:
- Source 3:

- Hypothesis 4:
- Evaluation of hypothesis 4:
- Independent and dependent variables of hypothesis 4:
- Source 4:

- Hypothesis 5:
- Evaluation of hypothesis 5:
- Independent and dependent variables of hypothesis 5:
- Source 5:

Exercise 3

Read the article and state some research problems. Also list some variables that might be investigated to solve this problem. What could your research aims be?

Oil prices: What to make of volatility

‘Over the last two and a half years, the oil industry has experienced its deepest downturn since at least the 1990s. If history is any guide, after every oil bust comes a recovery, if not a boom. But this time a recovery has been tentative, at best. Brent crude oil, the main international benchmark, was trading at about \$78 a barrel on Tuesday. The American benchmark was about \$75 a barrel.

Executives say they think it will be years before oil returns to \$90 or \$100 a barrel, which was pretty much the norm until the price collapse in late 2014. But after the oil price recovered from below \$30 in early 2016 to over \$50 by the end of the year, there was rising confidence in the industry that crude could rise to \$60 a barrel or even higher later this year. That confidence was shaken by a price dip in early March, but most experts say they think oil and gasoline prices will recover during the heavy driving season in the summer.

Nonetheless, the oil markets could be poised for another wild ride, with Wall Street and academic analysts predicting a price of anywhere between \$40 and \$70 by the end of the year.

Wide swings are possible, if not probable. Political and economic upheaval in a major oil-producing country like Venezuela could cause a price spike.'

Source: <https://www.nytimes.com/interactive/2017/business/energy-environment/oil-prices.html>

Research problem(s):

Research aims:

-
-
-

Variables:

Exercise 4

Are the following questions too narrow or too broad? What do you think? Which is the best research question out of the three (neither too narrow nor too broad)? Explain your answers.

Exercise 4.1

- Question 1: What marketing strategies does the company GAP currently apply?
- Question 2: What marketing strategies has GAP used in the past?
- Question 3: What is GAP's future marketing plan?

Exercise 4.2

- Question 1: What is the importance of AIDS research in our lives?
- Question 2: What are the social and economic impacts of AIDS on the individual?
- Question 3: Since when has AIDS been listed as an independent disease?

Exercise 4.3

- Question 1: What are the most important trends on the vegetarian food market in Hungary?



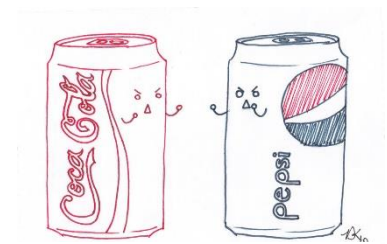
Source: <http://jodypham.com/blog/2014/9/22/jody-pham-cykochik-texas-veggie-fair>

- Question 2: Do people go vegetarian?
- Question 3: Is the vegetarian diet automatically the healthiest way to eat?

Exercise 5

Try to improve your ability to select a good research question. There are some topics and questions which are not researchable. Think about whether the question would make a good research question or not and explain your answer.

- Question 1: Is there a link between the hours spent on playing e-games and violent behavior among young people aged 14-18?
- Question 2: What is the best strategy to improve public services?
- Question 3: What is the relationship between physical activity levels and childhood obesity?
- Question 4: How does the education level of the parents impact their children's volunteering habits in Hungary?
- Question 5: Does Coca-Cola or Pepsi make a better coke?



Source:

<https://www.deviantart.com/clarinetlover/art/coke-v-pepsi-157280865>

Your opinion:

II.2. Developing the research design

‘Developing the research design’ stage has two levels: at the first level, research design includes the logic and the structure of the research, and its framework. We also make decision about the nature of the research investigation (descriptive, causal or exploratory). At the second level, we determine the type of data, the method of data collection or the sampling design, etc. (Béla-Csovcics – Kéri 2017).

Exercise 1

Marketing research can be classified on the basis of its purpose or function. Based on these, we distinguish between three major types of marketing research designs such as exploratory research, descriptive research and causal research designs. Complete the following table.

	Exploratory	Descriptive	Casual
Objective			
Characteristics			
Methods			

Exercise 2

Give examples for both qualitative and quantitative research techniques. Complete the following table.

Qualitative techniques	Quantitative techniques

Exercise 3

What are the main differences between qualitative and quantitative methods? Complete the following tables.

Qualitative techniques

Quantitative techniques

II.3. Secondary data research

Secondary data are pieces of information that have already been collected by other people or organizations for a different purpose and they can provide a baseline for further primary research. Secondary data analysis can be literally defined as "second-hand analysis" (Béla-Csovcics – Kéri 2017).

Exercise 1

What kind of external and internal secondary sources do you know? Enlist minimum 6-6 internal and external secondary sources.

Internal data	External data

Exercise 2

Enlist three scientific databases. Why did you choose these three?

- ☐ ☐ ☐

Exercise 3

Enlist three business journals. Why did you choose these three?

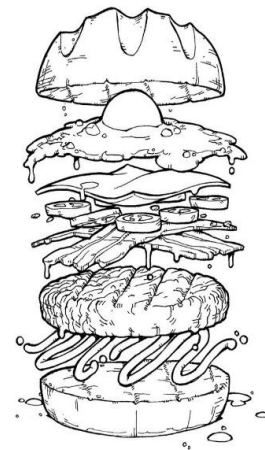
- ☐ ☐ ☐

Exercise 4

Suppose you wished to learn about the size of the hamburger market, particularly cheese burger sales, growth patterns, and market shares in your country and worldwide. Indicate probable sources for these secondary data.

Your answer:

Circumstance	All respondents (%)	Police officers (%)	Non-police officers (%)
Self-defense	~85	~90	~80
To protect others	~75	~80	~70
To stop a crime	~65	~70	~60
To punish someone	~45	~50	~40
To show authority	~35	~40	~30



Source:
http://moziru.com/explore/Drawn%20egg%20hamburger/#go_post_1234_drawn-hamburger-fry-5.jpg

Exercise 5

What would be the best source for obtaining the following data?

- Population of your country
- Divorce trends in Hungary
- Most valuable brands in the world
- Maps of countries and cities
- Alcohol consumption habits of foreign students
- Number of local pubs in Szeged
- Quality of festivals in Szeged
- Average cost of living in Hungary

III. Research methods for collecting primary data

This chapter of the workbook supports you in learning and using research rules and ethical norms, which are essential and important in a researcher's life. Thanks to these exercises, you will be capable of planning, organising, leading and overseeing your own research. When doing the exercises, be creative, use your imagination, behave in a proactive and problem oriented way to do a quality job. This chapter helps you to be open to new information and research techniques and it gives you a good opportunity to expand your knowledge and to develop your work relationships in cooperation with other people (e.g. respondents).

Primary research is a research you conduct yourself (or hire a researcher/research firm to do it for you). It involves going directly to a source to ask questions and gather information.

III.1. Surveys research

Surveys are the most common market and marketing research tools because they are relatively inexpensive.

Exercise 1.

What kind of topics about consumer behaviour do you conduct researches by using CAPI/CATI and CAWI? Enlist 2-2 examples.

- CAPI

- CATI
- CAWI

Exercise 2.

What topics about job satisfaction might be extremely sensitive issues to directly ask respondents about? Name minimum 3 topics. Explain your answers.

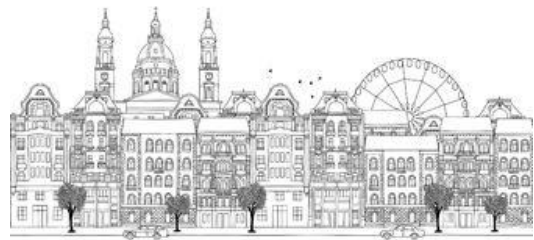
Topic 1:

Topic 2:

Topic 3:

Exercise 3.

Suppose you are the marketing research director for Hungary's tourism bureau. Assess the country's information needs, and identify the information you will collect in a survey of tourists who visit Hungary.



Source: <https://www.dreamstime.com/illustration/budapest.html>

Your answer:

Exercise 4.

First, define longitudinal research and its advantages and disadvantages. Give 3 examples of business situations in which

longitudinal research might be useful. Explain your answer.

Definition of longitudinal research:

Advantages and disadvantages of longitudinal research:

Examples:

Exercise 5.



This exercise asks you to find the mistakes in the following questionnaire, which includes an introduction and 16 questions. Pay attention to the alternatives, the question types, the order of questions and the missing alternatives. How many mistakes can you spot?

Source:
<http://www.loslonelyboysmovie.com/3-tips-on-how-to-draw-easy-cars/>

Dear Participant,

The following questionnaire is designed to study the driving habits among those people, who have driving licenses. It takes about 3 minutes to fill in this questionnaire. Thank you for your contribution to the research.

1. According to your opinion, how often do the other drivers exceed the speed limit?

- Never
- Very rarely
- Rarely
- Often
- Very often
- Always
- I don't know

2. How many kilometres have you driven altogether?

..... kilometres

3. How long have you been driving?

..... years

4. Which vehicle do you drive most often?

- Motorcycle
- Truck
- Agricultural vehicle
- Bus
- Lorry
- Other:

5. Which one are you?

- You are a professional driver.
- It is part of your job to drive.
- You drive between your workplace and home.

6. What do you think, compared to others, how dangerously do you drive?

- Hell of a lot dangerously.
- A little bit dangerously.
- Similarly to other people.
- Less dangerously than other people.
- I don't know.

7. How fast do you drive compared to other drivers?

- Much faster
- Little faster
- With the same speed
- Slower

- Much slower
- I don't know

8. What do you think is the main reason for traffic accidents?

- Tiredness of driver
- Drunk driving
- Too short distances between cars
- Speeding

9. During the previous three years, how many times have you been fined by the police for speeding?

..... times

10. During the previous three years, how many times were you stopped by the police?

- Only once
- Many times

11. What is your opinion of the police?

.....

12. What is your opinion of the military?

.....

13. What kind of car do you drive?

.....

14. Your gender:

- Male
- Female
- Other

15. How old are you?

.....

16. What is your highest qualification?

- Primary school
 - Secondary school
 - College
 - University
-

III.2. In-depth interview

In-depth interviewing is a conversation between the researcher (who is knowledgeable about the topic) and informant focusing on the informant's perception of self, life and experience, and expressed in her or his own words. It is a qualitative research technique, a purposeful social interaction (Béla-Csovcsics – Kéri 2017).

Exercise 1.

Enlist 5 topics what you can examine by doing in-depth interviews. Explain your answer: why do you think an in-depth interview would be a good method for examining these topics?

- Topic 1:
- Explanation:

- Topic 2:
- Explanation:

- Topic 3:
- Explanation:

- Topic 4:
- Explanation:

- Topic 5:
- Explanation:

Exercise 2.

Who is a good interviewer/moderator? What are the most important advice for becoming a good interviewer?

Your advice:

Exercise 3.

Write 2-2 examples for every types of questions.

- Descriptive question 1:
- Descriptive question 2:

- Contrasting question 1:
- Contrasting question 2:

- Opinion/value question 1:
- Opinion/value question 2:

- Feeling question 1:
- Feeling question 2:

- Sensory question 1:
- Sensory question 2:

- Background or demographic question 1:
- Background or demographic question 2:

Exercise 4.

Enlist 2 topics that you cannot examine by doing in-depth interviews. Explain your answer: why do you think an in-depth interview would not be a good method for examining these topics?

- Topic 1:
- Explanation:

- Topic 2:
- Explanation:

Exercise 5.

Read the following article about vegetarian and vegan eating habits and write an in-depth interview guide. Do not forget the introduction from the beginning of the guide. Why is the introduction so important?

‘I’m vegetarian.’ ‘I’m vegan.’ These statements typically will be met with a range of reactions, varying from bafflement to praise. But what makes people adopt a vegetarian or vegan diet? How are vegetarians and vegans viewed by the rest of society? And why don’t more people become vegetarian?

About 12% of the UK’s population is vegetarian or vegan. Many people adopt a vegetarian diet for health reasons, yet those that do appear to be less committed to their diet than those who reject meat for ethical reasons. So what is it about being ethically motivated that supports stronger commitments?

You often hear that people who shun meat for ethical reasons possess a greater capacity for empathy than those who don’t. Indeed, there is some evidence that ethically-motivated vegetarians and vegans score higher than omnivores on standard measures of empathy (for example, the empathy quotient).’

Source: <https://www.independent.co.uk/life-style/food-and-drink/why-doesn-t-everyone-go-vegetarian-a7015166.html>

- Introduction:
- Engagement questions:
- Exploration questions:
- Exit questions:

III.3. Focus group

The carefully planned focus group can provide in-depth qualitative data through obtaining and listening to perceptions, interactions and behaviors. Actually, focus groups can help us understand how people think and feel about a topic, a product or a service (Béla-Csovcics – Kéri, 2017, Krueger 1988).

Exercise 1.

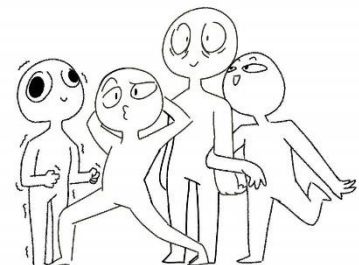
What are the most important differences and similarities between focus groups and in-depth interviews? What is your opinion: which research method is better? Why?

Similarities	Differences

Your opinion:

Exercise 2.

What is the meaning of the term group dynamics? Why are group dynamics so important related to focus groups? Are there any advantages and disadvantages of group dynamics? Explain your answer.



Source: <http://getdrawings.com/group-drawing>

Your opinion:

Exercise 3.

Enlist 5 topics that you can examine by using focus groups. Explain your answer: why do you think focus groups would be a good method for examining these topics?

- Topic 1:
- Explanation:

- Topic 2:
- Explanation:

- Topic 3:
- Explanation:

- Topic 4:
- Explanation:

- Topic 5:
- Explanation:

Exercise 4.

Enlist 3 topics that you cannot examine by using focus groups. Explain your answer: why do you think using focus groups would not be a suitable method for examining these topics?

- Topic 1:
- Explanation:

- Topic 2:
- Explanation:

- Topic 3:
- Explanation:

Exercise 5.

Now it is your turn. Let's use your creativity! Write a focus group guideline and use every kind of question we talked about: engagement, exploration and exit questions.

Before writing the guideline, define the research problem, the target group and the research aim.

Research problem:

Research aim:

○

○

Target group:

Guide line:

- Engagement questions:

- Exploration questions:

- Exit questions:
-

III.4. Observation

‘Observation research can be defined as the systematic process of recording the behavioral patterns of people, objects, and occurrences without questioning or communicating with them.’ (Zikmund 1997)

Exercise 1.

Choose 5 different brands and follow their Facebook, Twitter or Instagram pages for 1 week. Observe how many and what kind of pictures or videos they post. What kind of comments do the visitors write? How do the visitors/consumers evaluate their pages? Etc.



Your details of observation:

Source:
<https://www.flaticon.com/packs/college-6>

Your results of observation:

Exercise 2.



A Hungarian bakery franchise plans to open a new bake house in the city center of Szeged. Secondary data for this situation are very outdated.

How might you determine the location using observation?

Source:

<https://www.rawpixel.com/image/410444/hand-drawn-bread-basket-isolated>

Your answer:

Exercise 3.

Outline a research design using observation for the following situations:

- A fast food restaurant wants to determine how long a customer entering a store has to wait for his/her order.

Research design 1:

- A website creator company wants to determine exactly what people see and what they pass over while watching websites.

Research design 2:

- The director of a supermarket wants to determine where people spend the most and least amount of time in the shop, what customers see and what they pass over while looking at the shelves.

Research design 3:

Exercise 4.

It is time to try yourself as a mystery shopper. Before doing this exercise you should revise the definition of mystery shopping.

'Mystery shopping, a form of participant observation, uses researchers to deceive customer service personnel into believing that they are serving real customers or potential customers.' (Wilson 2001, p. 721)

Choose a shop (clothes shop, bookshop, grocery, butcher, etc.), be a professional mystery shopper and answer the following questions. Good luck!

Basic information about your research

Store:

Location:

Date:

Time:



Source:
<http://echosoftcommunications.com.pk/mystery-shopping/>

- Were you acknowledged by an associate within 30 seconds of entering the store?
- When you were greeted, what was said?
- Did the associate/team member smile?
- Did the associate/team member offer you help?
- Did the associate/team member offer you an additional item?
- Did the associate/team member give you his/her undivided attention?
- Please detail your interaction with the sales floor associate. You must include what clothing item you inquired about as well as the associate's response. (A minimum of 3-4 sentences is required.)

- Did all the associates you came in contact with have an upbeat and friendly tone?
- Were any associates/team members rude or discourteous? (Describe his/her rude/discourteous behaviour.)
- Did the associate/team member provide a pleasant closing comment (“Have a good day,” “Thanks for shopping with us,” “Thank you,” etc.)?
- Did the cashier greet/acknowledge you the moment you reached the counter?
- Did the cashier mention the loyalty/rewards program by name during your transaction? If you are not a member, did the cashier ask if you would like to join?
- Did the cashier thank you at the end of your transaction?
- Did you realize any other interesting or unusual thing?

Exercise 5.

Enlist the benefits of mystery shopping. What is your opinion? Is mystery shopping a good and useful research method? Who uses mystery shopping usually?

Benefits of mystery shopping

Your opinion:

--

Who uses mystery shopping

III.5. Experimental research

According to Moore and McCabe (1993, p. 202) experimental research is "the best method — indeed the only fully compelling method — of establishing causation is to conduct a carefully designed experiment in which the effects of possible lurking variables are controlled. To experiment means to actively change x and to observe the response in y ."

Exercise 1.

What are the main differences between observation and experimental research?

Observation	Experimental research

Exercise 2.

Enlist 3 topics you can examine by experimental research. Explain your answer: why do you think that experimental research is a good method of examining these topics?

- Topic 1:
- Explanation:
- Topic 2:
- Explanation:
- Topic 3:
- Explanation:



Source:
<https://printablefreecoloring.com/drawings/cartoons/dexter-laboratory/29/>

Exercise 3.

What do you think? Can people distinguish the different Túró Rudis¹ from each other if they have no information about the brand name and the package of products?
And does the brand influence the consumers' choice?

Do a blind taste test with 5 people and share your results.

Details of your experiment:

Source: <https://www.pictasite.com/hashtag/turoru>



Results of your research:

Exercise 4.

In this exercise you have to conduct a very interesting experiment. The research question: *Does gender influence short-term memory?* Plan your experimental research and examine if men or women are better at remembering specific types of information.

Your research plan:

¹ Túró Rudi is the name of a very popular Hungarian curd snack. The sweet bar is composed of chocolate outer coating and an inner filling of curd.

Questions/task of your experiment:

Exercise 5.

Go to <https://www.labvanced.com> and design an online experiment. Present the details of your research (name of your experiment, aim of your experiment, participants, participation time, exercise, etc.)

Details of your research:

What are your experiences and results?

IV. Sampling

The process of sampling contains using a small number of items of the population to draw the conclusions from the whole population.

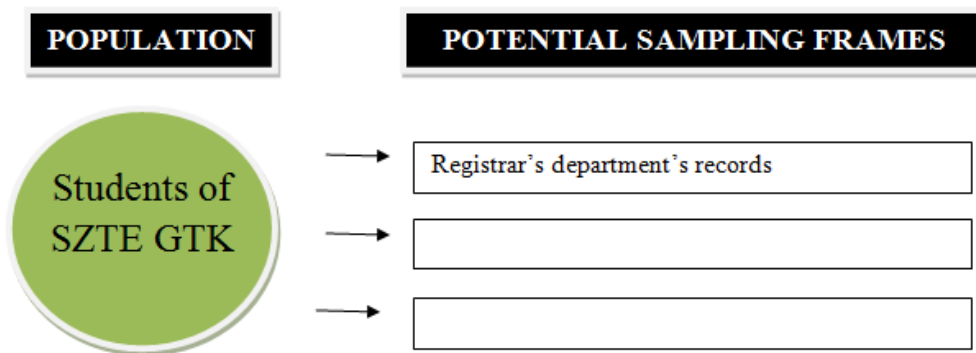
Exercise 1.

The sampling techniques may be classified into two groups: probability sampling and non-probability sampling methods. Enlist the probability and the nonprobability sampling techniques.

Probability sampling methods	Nonprobability sampling methods

Exercise 2.

Complete the illustration and write down at least two more potential sampling frames.



Exercise 3.

Name some possible sampling frames for the following:

- Tennis players
 - Sampling frames:
- Cat owners
 - Sampling frames:

- Hair products retailers
 - Sampling frames:
- Football lovers
 - Sampling frames:
- People who have allergy
 - Sampling frames:
- Car owners
 - Sampling frames:
- Prematurely born babies
 - Sampling frames:

Exercise 4.

The producer of Milka chocolates (Kraft foods) tests the flavour of Milka products. The company is curious to know how the new products are successful among the consumers in different age groups.



Source: <https://www.dreamstime.com/hand-drawn-chocolate-bar-broken-pieces-appetizing-realistic-drawing-illustration-choco-white>

Our sample is the following:

	Male	Female
10-14 years old	50 people	50 people
15-20 years old	50 people	50 people
21-30 years old	50 people	50 people

Design a filter questionnaire for choosing the respondents. Do not forget writing down the alternatives.

Exercise 5.

Outline the step-by-step procedure you would use to select the following samples:

- A simple random sample of 100 students who visit the university library.

Your answer:

- A quota sample of 20 Coca-Cola consumers and 20 Pepsi consumers in a bar.

Your answer:

- A snowball sample of 30 pregnant women in a yoga club.

Your answer:

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