Sampling and Validity

Week 7 Feedback

**Quantitative Sampling Techniques**

**Systematic Sampling Technique**

The method allows for the selection of research participants at particular intervals. Similarly, out of the sampling population. An organized list helps to establish the selection points. The implementation of the technique is usually time-saving. The planning and execution of the strategy are more comfortable to implement. The technique is useful concerning the selection of participants concerning the research question on the relationship between the level of satisfaction and the experience of the employees. The method also allows for the selection of individual education teachers with both high and low-level experiences. As such, through systematic sampling, the participants can be chosen accurately within a short duration. Consequently, the method allows for the selection of individual education teachers in a structured manner.

**Stratified Sampling**

Additionally, stratified sampling can also aid in the selection of the respondents. According to the model, the division of the population into smaller groups facilitates the extraction of information. The method is also vital in cases where the population with the characteristic of interest forms a small portion of the entire group. For instance, for the question on the satisfaction levels and the wages, stratified sampling can be used to divide the respondents into categories. As such, the population size categorization separates employees with high salaries from those with low wages. Similarly, the groups facilitate the collection of information concerning the satisfaction levels.

**Qualitative Sampling Strategies**

**Convenience Sampling**

The sampling strategy allows the selection of research participants in a way that allows easy accessibility. Further, the technique also focuses on the choice of subjects in immediate locations (Etikan & Bala, 2017). Convenience sampling thus concentrates on participant selection methods that are easier to implement. As such, through the method, the data obtained from the participants is directly utilized without significant alterations.

In the case of the study on the correlation between the level of job satisfaction and burnout in individual education teachers, researchers implement the convenience sampling technique. The method involves sending a set of questionnaires to teachers within a limited geographical region. The questions can be forwarded to the professionals through online platforms like email or even through posting mails. Similarly, by sending the questions to the individual education teachers, the techniques facilitate easier sourcing of primary data. Further, the method is more comfortable to implement since, through the acceptance of the requests, the direct recruitment of participants into the research is possible. As such, through the technique, the selected set of teachers as a true representative of the population.

 Further, convenience sampling minimizes time wastage (Elfil & Negida, 2017). Thus, implementation of the study occurs through the utilization of respondents obtained through the technique. On the establishment of the methods that can be formulated to facilitate satisfaction among individual education teachers, the purposive sampling technique is convenient. The strategy allows the choice of the participants per the required details. The strategies allow for the provision of adequate respondent's information regarding the topic in question. Thus, to obtain details on the satisfaction levels, it is necessary to use a specific proportion of the teachers that can provide the required information.

 Equally, the individual education teachers incorporated in the study should comprise of individuals with reported low satisfaction in the system. Additionally, the group should also consist of professionals with reported high job performance, a likely indicator of high satisfaction. The researcher implements subjective recruitment measures to ensure the careful selection of the respondents. Similarly, the working experience of the teachers chosen is significant. The selection of seasoned professional allows for the provision of detailed information regarding the satisfaction levels. As a result, while the small size of the respondents chosen may not act as a true representative of the whole population, the number of individual education teachers chosen, and the experience facilitates the provision of detailed information.

**Validity**

Threats to the validity of the research refer to the factors that adversely affect the outcome. For instance, according to the research question on the relationship between the satisfaction levels and the work conditions, different issues influence the internal and external validity. Various factors influence the environment in which the employees work. Equally, the issues may be beyond the control of the teachers and the special education department. Thus, extraneous conditions affect the internal validity of the details. Historical factors also influence the nature of the working conditions. As such, changes in the situation over a while may also impact the validity of the information.

 Similarly, by researching the participants multiple times, varying details may be obtained on the topic. Testing affects the internal validity (Mohajan, 2017). Further, the working conditions under which the individual education teachers operate vary over time. Equally, the perception may be different from the past or future responses. Thus, maturation impacts the internal validity of the research question.

Similarly, the external validity of the research is also affected by research factors. For instance, on the question concerning the relationship between the satisfaction levels and the work experience, the characteristics of the sample unit may affect the results. For instance, regarding the group of teachers with long working experience, the general perception is geared towards positivity concerning the working experience. As such, the sample factors affect the external validity of the findings.

Equally, bias may also influence external validity. The selection of the group willing to provide information on satisfaction level may be affected by bias due to consent issues (Mohajan, 2017). Thus, the validity of the details obtained also hinges on the selection procedure. Threats to construct validity refers to the challenges that may result in lack of information credibility due to a lack of adequate structuring and organization of the research process. For instance, in the establishment of the relationship concerning the satisfaction levels and salary, the choice of the wages as the only variable influencing the motivation levels of the teachers may result in variations in the results—the single measurable variable results in a lack of depth concerning the nature of correlations. Thus, the credibility of the research depends on the narrowness of the variables used in the research.

Threats to conclusion validity refer to the factors that may result in making wrong judgments concerning the relationship between variables. For example, regarding the research question on the satisfaction levels and the experience levels, the conclusions made may be influenced by the lack of reliability on the measures taken. The number of working years may not have a direct impact on the level of satisfaction among individual education teachers. Hence, the conclusion made may lack validity due to the absence of adequate information on the factors that influence employee satisfaction.

References

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