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## **Multicultural Issues Involving Research and Testing**

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### **Multicultural Issues Involving Research and Testing**

To understand the various multicultural issues involved in research and testing it is crucial to reflect on the general research model, which fundamentally entails a pool of participants. The participants mentioned above are classified as either experimental group or control group. The former group depicts where the experiment procedure is conducted. Likewise, the experiment group is exposed to the independent variable; the study is testing at the same time the observed and recorded changes. On the other hand, the control group represents a group of participants detached from the rest of the experiment and not exposing the independent variable being tested. After being conversant with the whole chapter, aspects such as participant, validity, and instrument are the principal issues in cross-cultural research that resonated well with me.

Going through the chapter it is clear that one critical burden that researchers have is demonstrating that the research findings they present in their study exhibit the validity aspect. Here, the validity of a given conclusion of a study is directly related to the research methods' validity. The casual inference is designed to facilitate researchers to infer that an alteration in their procedure results in a behavior change that underwrites the internal validity issue. Here, the changes made within an experiment can be attributed to differences in the dependent variable. On the flip side, external validity denotes the generalizability of the results researchers obtain. At this juncture, changes within an experiment can be generalized to other populations or even individuals in general.

In a quantitative approach, I have realized that research entails changing questions into expressive figures associated with other figures. This research draws on a scientific approach known as logical positivism to measure real phenomena via statistical analyses and number methods (Mio et al., 2019). To comprehend the extent to which a question applies to someone

the qualitative approach is used. Here, researchers establish that collecting numerical answers only to the study questions leads to losing some vital information.

Consequently, equivalence of measures involves considering metric, linguistic, conceptual, and functional equivalences. Linguistic equivalence dictates that translating a particular term from one language to another should carry an identical meaning. Functional equivalence informs a research object that can be functionally rather than literally equated in a study. Correspondingly, I have understood that conceptual equivalence entails researchers considering phrases or terms whose meanings are culturally equivalent. Lastly, when researchers consider numeric scores that are generally equivalent transversely across different cultures, the metric equivalence component comes into play.

Last but not least, experimental design denotes that there are three experimental designs research could take. To this point, I have learned that these are sequential, cross, and longitudinal sectional designs. When researchers adopt a cross-sectional design, they gather data across diverse age groups (Mio et al., 2019). In longitudinal, the researchers tend to follow a specific set of people over time. Lastly, a combination of longitudinal and cross designs defines a sequential design. The latter design may see all age groups represented. The researchers also gather data on individuals' various cohorts besides following them for a stipulated period to end the study.

### Reference

Mio, J. S., Barker, L. A. Domenech Rodriguez, M. M., & Gonzalez, J. (2019). Multicultural Psychology: Understanding Our Diverse Communities (5 th ed.). Oxford, NY: Oxford University Press.

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