

Doing your research project
in sport.

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Chapter 3

Identifying problems and developing the research question

Learning Objectives

This chapter will help you to be able to:

- identify a research area and topic for investigation;
- focus your topic into a research question;
- understand how to put together a research proposal.

You will also be able to:

- write a first draft of your research proposal.

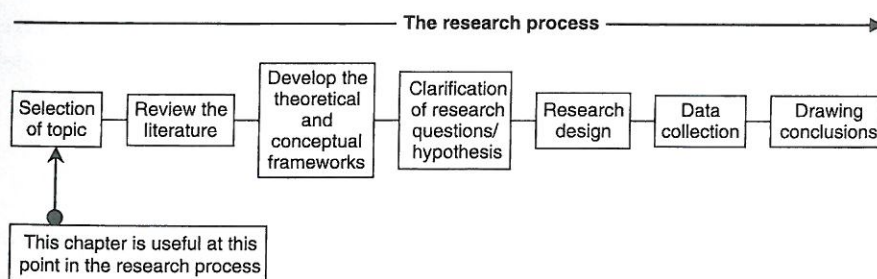


Figure 3.1 The research process: identifying problems and developing the research question

Introduction

This chapter is here to help you to turn the initial ideas you have about the research project that you want to do into the specific, technical statement of a research problem. This statement will subsequently provide an overall blueprint for your research project. It is important to recognise that this chapter provides help in an incredibly important and foundational aspect of your research project. Your success in carrying out your research project will be measured in terms of how well you have met the objectives you set for it at this

stage. This is the time when you really have to get your thoughts in a logical and coherent order and decide exactly what it is you are researching. From the work completed now all else will follow: you are laying the foundation for your project.

The key to a successful research project is to have a well-defined problem to investigate in the first place. This problem-defining stage is a difficult stage when you are starting with a blank sheet of paper and are expected to produce a precise statement of work that is going to engage you for several weeks or months or even longer. It would actually be a lot easier to write such a specific description of your research when you have finished it – you will have a much clearer idea of exactly what your research involved once you have done it. Inevitably, and in some senses unfortunately, it is at the outset, when you are still a relatively inexperienced researcher, that you have to make firm decisions about a project that will change and develop as you learn new skills and knowledge. Spend a lot of time using this chapter; there will be many steps forward and quite a few back during this phase, but all of these steps will contribute to the success of the research project.

This chapter will begin by looking at how to define your problem by logically working through from how to choose a topic to actually defining the research question. There will be plenty of tips to help you, you find this a hard process to work through. You will then set some research objectives and consider your research approach before finally drafting a research proposal.

Defining your problem

Identifying and then defining a problem to actually research is critical and is the first step to the success of a research project. So do not underestimate how important this task is. I am sure you will not and I am also sure you are thinking, but where do I begin? I can help answer that question, if we go back to the definitions of research in Chapter 2 and remember that research is a creative and logical process. Understanding this can help when trying to define the problem. We have to apply some of that creativity in a logical way and identify a potential problem to explore as a research project.

Begin by choosing a topic area

It is both an exciting and daunting prospect being given the task of carrying out a research project. It is exciting because it gives you the opportunity to do something very personal to you. There is the freedom of not having an essay title or exam question to restrict your work, as you may have experienced in other subjects you have studied. The biggest freedom and choice you have, which also has the biggest bearing on so many aspects of your research project, is the choice of topic. Choosing a topic that you feel can successfully produce a research project is vital. Let us try a logical approach to finding a topic area.

Think about the subject matter of your academic course and possibly why you chose that course to study. Consider some of the overall aims and objectives of the course. Try and establish a big picture of the course and what you like and enjoy about it. Do you enjoy the practical coaching, testing sports people, training people or working with the community, for example? It is worth putting these thoughts on paper or however you like. I find putting these thoughts down on paper helps make my thoughts clearer. They may remind you of thoughts of career choices too as your project can be a very strong positive to potential employers.

Now choose an interesting unit or module from your course. It should be a unit or module that you really enjoyed because it engaged your interest, and where you actively enjoyed reading about its various topics. If you have already taken the time to think and reflect about your course, identifying these modules or units will be pretty easy and should come quite naturally. If it has not, take a step back. You are building a choice based on a broad understanding, which you then need to refine to specific modules or units. Time spent doing this is worth it. Discuss your thoughts with friends, colleagues and tutors – keep bouncing your ideas around. If you have more than one unit or module that you really like, that is fine; we can apply some creativity later and there may be a potential project that covers more than one subject area, so keep them all in mind. Again it is worth scribbling these ideas down.

Sometimes it may be the way a module was taught or the character and enthusiasm of the tutor or lecturer that has made a module or unit stand out. Try not to consider this when making your choices and look deeply at the content of the module instead. The subjects and issues that were presented are what you will be working with so taking the personalities out of the equation is important so that your choices are content-based.

Reflecting on the modules or units you have identified, ask yourself which particular topics within those units you really enjoyed. You may want to look at learning outcomes for ideas of what each of the topics is specifically called (these should be clear in unit or module handbooks), or chat with tutors and lecturers about the topics they have taught.

The process of refining your decisions from the overall course, through modules or units, down to the particular topic areas within those units, should guide you towards potential research topics that engage and interest you. Jotting down the topics you liked makes it easier to discuss with particular tutors or lecturers what really interests you. Of course it may be simpler than this and you have a potential topic springing up at you from your page of writing. Importantly, however you have arrived at a topic, it should

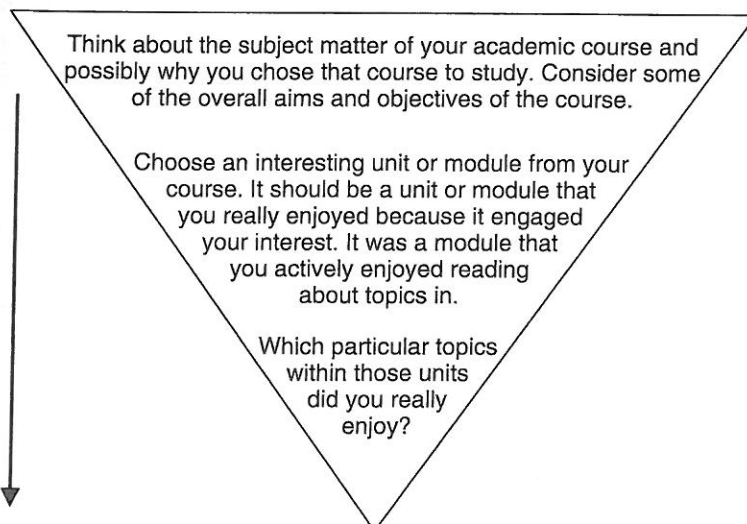


Figure 3.2 Refining your decision

be one in which you feel most confident in carrying out major independent work as well as something you wish to learn more about. Having one or two areas to consider is also all right at this point.

Learning Activity 3.1

From your work so far, create a table that lists the modules or units that you have enjoyed and engaged with. In the second column identify the topics you have particularly enjoyed in those modules or units. In a third column try to write key words that could be specific research projects. Do not be concerned if this is particularly difficult at this point; these words are the springboard for the next step in finding a research project.

If you have followed these instructions so far you are doing very well, because in three straightforward steps of logic you have identified a topic area in which you could base your research project. You may have identified more than one topic area and still have the problem of how to refine your choice down to one. I indicated earlier that this was all right and it is. If the topics you have identified are very different and there are no logical or creative connections you may have to make a simple choice. To inform that choice, you have the information you have already identified through this exercise. It is likely that choosing one topic area from a number of choices is now more a question of practicalities and motivation. If the topics have connections, why not look at potential research projects that combine the two areas? Golden rule number one for a successful project (as we saw on page 14) is to keep it simple, so try to refine the lists you have down to one or two topics maximum.

We can use some creativity as well as logical processes to help identify a potential research area and develop a question from that. The creative thing to do here is look for the links that could exist between topics. These links can provide a research area in themselves. Be creative and think more broadly than just the topics; don't be afraid to play around with the seemingly strange and utterly daft. Bounce ideas around but be careful not to manufacture something that may not have value because it seems easy. Here is one example: you may have an interest in fitness testing in one unit and also enjoyed learning about exercise in special populations. Why not consider a research project about fitness testing of special populations? Even if you finally refine an idea from this, you will still need to read to understand how this link could possibly be worked through. Remember, what you do and think must be grounded in evidence, so reading further on the two topics is important.

Golden rule number one – keep it simple

It is important for research that new and unique ideas and concepts are examined. Experienced researchers are capable of putting together series of research projects that can thoroughly examine topics. However, for you, probably doing a research project for the first time, on an academic course where the rationale for this project is for you to develop a variety of academic and practical skills, you will want to, and must, keep things simple. Do not ignore the possibility of looking again at research that has been done before and using it as a basis for your own project. At this point in your research career it is important that you choose a topic that gives you an opportunity to learn how to organise and carry out a research project, rather than aiming at lighting up the world with your originality and intellectual precociousness. So remember, keep it simple.

You may have been able to reach this point by using what you already know, with little research or reading. Before going any further take some time to read. You may want to read over particular lecture notes, or look a little more at some research articles that have been suggested as further reading for topics. Start to explore the topics with some of that intellectual curiosity that we know a good researcher needs, because now you have a little more focus on the potential topic area for your project, and you need to gain a little more background knowledge to evaluate if there is a potential research question to pursue. While reading, keep your mind open to ideas that you could potentially look at; jot down these thoughts as they occur. If after reading you find nothing has come to mind, then that was still time well spent and not wasted, because you have at least excluded a topic or two. If you find there is something interesting, again that is time well spent because you have started to find ideas. Keep your ideas to hand and don't be afraid to discuss them with others.

Refining the list of topics from many to one

If you have a few topics and some potential ideas for your research project and still cannot decide, use this list of statements/questions to help you. Honestly and frankly assess each topic that you have against the question and if you cannot agree with the statement or answer the question positively, then you should seriously consider leaving that topic for another research project on another day.

- This topic intrigues me.
- This topic interests me.
- This topic will interest the intended readers of my project.
- This topic will be able to provide enough material to meet the assigned length of the project.
- I will be able to make some useful conclusions and recommendations on this topic at the end.
- This topic can be focused and is not too broad an area.
- There is enough literature available to me to be able to carry out a literature review.
- This topic is not highly specialised.
- This topic can be researched within the resources available to me.

To answer some of these statements fully you will need to do some initial research. Remember all those resources you have available to help: your tutors, lecturers, research supervisor, peers and friends – use them to help you.

What if I can't find or think of a topic?

You may be reading this and thinking, I can't think of anything to do for my research project. Despite the previous activity you may still need help in choosing a topic; it may be that you really cannot think of anything to study. It is fine to be in this position in the early stages of the project. If it is late in the project, well, you have a lot of work to do and may be facing your first and biggest hurdle to climb over. Try these further suggestions and do not be afraid to go back to the drawing board.

Ask a tutor, friend, coach, team mate or anyone

The sooner you start to canvass opinions from those who know you well, as well as those who do not, and those who have no vested interest in your work and those who have, the sooner you will be on your way and the process will have started. Sometimes the best ideas can come from the most random people. Listen and act upon those ideas which you feel most comfortable about. Try not to be pushed into something you do not feel comfortable with. When talking to some people it is best to suggest possible ideas to start the process; it's easier to come to the table with at least some information or help them lead you through the processes we have already highlighted and see what they suggest. If you feel you have an idea that you can then go back to, considering the points highlighted above, then even better. It is really important that you do not extend this process for too long; somewhere along the line you have to bite the bullet and get down to it.

Look at previous student research work

It is very likely that your institution has examples of similar research projects that have been completed in the past. Sometimes these can be hard copies, or perhaps just a list of titles of the work done. Either way, this can be enough to sow the seed of an idea from which you can grow a research project. Again, a word of warning here, particularly when looking at hard copies of others' work. It is vital that you approach this research as your own project. Remember that it is the learning that you gain from going through the process that is the important thing for you, and following somebody else's work too closely means you are being led through the dark rather than illuminating it yourself.

Develop some previous work

You may have undertaken an assignment or carried out some smaller-scale research in another of your modules or units. If you really enjoyed it, or gained some satisfaction, then consider whether it can be extended or developed fully into something that will meet the research project requirements of the institution. Your tutors may be ambivalent about this: on the one hand they will be happy that you have identified a topic on which to work, on the other they may be a little reluctant and cynical that you may just be repeating work already covered rather than developing and learning something new. Remember this when talking to them about it and consider the work you intend to do as extending the original work much further.

Look towards your own interests

Something you do outside your academic work may be the stimulus you need to develop into a research project. This could be something related to your own training or sporting interests. There have been many research projects that have come about because of a personal interest. Look at what you currently do, such as coaching or part-time work, and see if the organisations you do it for could benefit from some sort of research.

In all this keep some flexibility. It may be that you need to change direction, particularly if you start to develop an idea but meet a barrier that prevents it from progressing further. Issues such as access to you or people can be an example of a barrier you may come across. There are often solutions to such barriers

and your tutors and supervisors will be able to talk to you about this before you decide to change topics. Sometimes they can take some time to overcome and so try to build that into your planning. It is best to have alternative approaches to the same question or be able to take it in different directions from your initial starting point.

Even though it appears that choosing a topic to research can be a simple process, it certainly is not. Give adequate time for this process to fully occur; it may need a few weeks. You will certainly need to background read and seek opinions. Talk to your peers and hear their ideas as well as discussing your own. Everyone will want you to get this part of the whole project right first time, so take your time. In your provisional planning, why not jot down a deadline date for you to have come up with a topic?

Turning a topic into a research question

You should feel now that things can move on with your research project. You at least have a topic or possibly a few topics in your mind. Now you can think about refining and focusing these into a research question.

This is not a quick process and it will need a lot of work and input from you. It requires a lot of background reading to understand the topics and research areas more. Developing a research question may appear quite straightforward; when reading this book, it can appear that these things happen in quite an easy linear process – but think about what was said earlier. You will often need to go back and forth to refine and polish these ideas as more information and evidence helps inform those ideas. That information is absorbed through reading, so already you are gaining skills in researching topics; you should also be gaining experience in reading literature. Remember a research project is 70 per cent planning and you are only a little way in so far.

It is also likely that there will be a lot of other thoughts about your research project swimming around in your head. A good exercise here is to start to organise those thoughts, perhaps by using a mind map to help structure them. A mind map is an excellent tool that will help you organise and put some confusing thoughts to one side as you concentrate on the task at hand. From the research topic you will need to develop a workable research question, so let us start to look at what a research question is so that we understand how to turn our topic into a suitable question. A project that is based upon a research question (or a set of questions) will typically involve investigating one or more of the questions in the list below. Use this list of questions to help examine your topic in more depth. Think about whether your topic and the question can match.

- Why are things the way they are?
- What relationships exist between things?
- How should or can things be done?
- How do things work, or what is stopping them work?
- What things do, or do not exist in certain contexts?
- What is or is not going on?
- What cannot or can be done?
- To what extent is something true?

The questions are not exhaustive. Sport and exercise is a broad research area and so has many types of research questions, so you may also find yourself seeking answers to other types of questions. During this initial process of exploring research questions it is good to always consider the question, so what? Think of a potential question and imagine yourself saying it to your tutor, lecturer or supervisor. Then imagine that they simply reply with, 'so what?' It is actually a very hard question to find the answer to initially, but look for the answer in how the knowledge you will gain from asking your research question will be used. Research is all about the acquisition and creation of knowledge that has a purpose, use or application. It is answering the question 'so what?' that will help you gain confidence in what you intend to do. This is very helpful when you are faced with an inquisitive and critical supervisor.

In the same way we found a research topic there is a process we can use to turn a research topic into a question. Let us follow it using an example; try and use your own ideas in place of the example as you go through it. We will use the example of the use of caffeine. The example is there to help you work through your thoughts, not to be physiologically correct.

Conceptualise your thoughts into a directed way of thinking. This means taking your chosen topic, understanding and describing the context or background in which the topic area and consequent problems exist and understanding some of the links in and around it.

Caffeine is a stimulant and can increase mental alertness. In many sporting activities decision making is vital to the performance outcome, the mental alertness of an individual might influence their performance, and reduced alertness would impair their performance.

State your research problem in one sentence. What is the key issue? This requires clarity of thought, ability to focus your idea.

Increasing mental alertness, particularly late in an athletic activity, might be beneficial in sports where decision making activity is crucial.

Can this key issue be reduced to a single question? If so, what is it? This will be your research question.

Will caffeine increase mental alertness in fatigued games players?

You may have more than one question. If so, move on to the next question and use the same process. If you do have a number of questions, are they all equal in relevance or importance? Normally this will be no, and so you must identify the most important question and order the remaining ones below it. Remembering golden rule number one, keep it simple, in many cases it would be best to focus on the most important question you have identified; the other secondary questions may be useful, but for now do not let them distract you from the main focus of the project.

Review the quality with which your question encapsulates the initial thoughts as described in this point, in terms of intellectual merit and in the context of previous research.

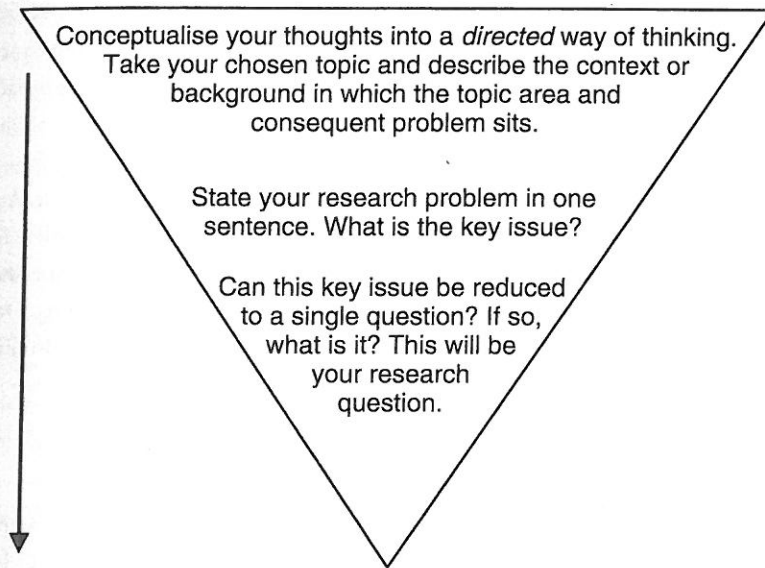


Figure 3.3 Identifying your research question

Does a problem exist?

I have already stated that research is about furthering knowledge. In sport and exercise a question often raised by those who consume that research is, how can I use this knowledge? Where can it be applied? Application of knowledge is as important as the gathering of that knowledge. If you have thought about a research topic and have now developed a research question, ask yourself, where can I use the information I will find? How does it help in practical situations? It would be worthwhile to review the purposes of research in Chapter 2 to be clear as to why researching this topic or question is worthwhile. If you are in the position of not yet having a research question, your question is, do I know of a problem that needs to be examined? This can help you develop a worthwhile research question.

It would be prudent now for me to provide a word of warning. One of the biggest pitfalls in the early development of a research question is to develop a question that appears to be useful but is in fact too broad or not focused enough to be manageable and accomplished within the constraints you have. This needs to be avoided and one way to achieve this is to subject your research question to a rigorous process of interrogation. It is better for you to do this as soon as possible, because I am sure your supervisor will and it is better to have the answers ready to their questions. Remember golden rule number one – keep it simple.

Some of the questions you can ask are listed here with some advice you can consider.

- Is your question too general?

You have limited time in which to complete the research project. It is unlikely to be feasible to do just to a general or very broad question and so you are unlikely to accomplish what you need to achieve. If a question needs three or more further questions to answer it fully then it probably is too broad. Do not abandon your ideas but try to refine and define your question further so that it becomes achievable but not too unwieldy.

A way to tighten and define your question is to look at some of the terms you use in it. An example of this is that research questions in sport and exercise may have words such as fitness or athlete in them. Some of these are very broad terms and can be made more specific. Instead of fitness, use the specific component of fitness you are examining or instead of athlete, use the specific sport you are examining. Doing this defines your research question and focuses it more tightly; the drawback can be that it also limits it. However, when you have limited resources such as time, limitation is not a bad thing.

- Is the question too tightly focused?

Having a tightly focused question will facilitate your ability to learn the research process step by step and attempt to answer the question. If it is not focused you will find yourself being drawn away from what you set out to achieve and into different directions. However, sometimes a too tightly focused question falls into the trap of not contributing anything to the pool of knowledge as the ability to offer generalisation from the findings is too small. Remember to consider the question, so what?

What a tightly focused or a too tightly focused question is will differ from area to area of research course. Some areas of sport, such as physiology, offer very tightly focused questions whereas sociology naturally offer more broad questions.

- Is your question more complex than it first appears?

You may not initially see the complexity in what may appear to be a very simple question; I am sure your supervisor will, though. The complexity in the question could be that you need to establish other aspects before you can truly examine the one your question refers to or there may be possible complexities with issues such as ethics that you cannot foresee.

All potential research questions should be run by your supervisor and peers for them to offer their opinion. Remember they are valuable resources to draw upon and without expert advice it is not always easy to see what the future holds. The experience of your supervisor will help. The potential complexity of a problem does need consideration and in any research project one of the skills that will be developed is the ability to anticipate problems before they arise. That is not to say you can foresee everything but certainly a lot of problems can be anticipated and therefore dealt with before they bring the project to a halt.

Case Study

Andy had a strong interest in bio-mechanics and climbing, so his area for research and the topics he wanted to examine were easily identified. He found identifying a specific question more difficult.

I knew very quickly what I wanted to do, and discussed this with my tutor and coaches, who were all very supportive of my ideas, although I found refining my ideas and my enthusiasm

into a specific manageable question more difficult. Finding relevant literature was tough and having clarity in what I really wanted to do and could manage was a long time coming.

The point Andy highlights here is that reading literature is essential to developing a specific research question but it can be difficult to find that literature. Chapter 4 will help with this.

Establishing research objectives

Now that you have worked through the tricky process of deciding on a suitable topic and developing a research question, clarity is now being added to the project. This is excellent progress and having a direction will help the enthusiasm for the project. To help with that clarity and with the planning you can also set research objectives for yourself and the project.

You should consider a research objective as something tangible, likely to actually occur in the research process, and something that you are working towards achieving. As well as research objectives, you will want to set your own objectives, such as how many participants you will recruit, and how long the data collection period will be.

Choosing a research approach: which research method should I follow?

Now you have identified a research topic, refined that to a specific question, and set objectives for your research, you have an important choice to make. That choice is which methodological route to use in order to collect data to answer the question. From research methods classes you should understand something about qualitative and quantitative research methods. It is clear that the two approaches of qualitative and quantitative research are very different in their style, language and objectives. It is likely that the ethos of your course, the modules or units you have studied, and your supervisor, will be the biggest influences upon which of the paths to follow. You will intuitively feel drawn to a method based upon your own inclinations. Some may be drawn to qualitative research because it may be seen as smaller scale, manageable and perhaps even free of statistics. It will appeal to some students because it can be perceived as being more humanistic. Quantitative research employs the same scientific principles and techniques that have made the modern world what it is and the findings from quantitative research has a definiteness that allows conclusions to be drawn. This can appeal to many researchers.

You can mix the two methods. They do not have to be exclusive. In fact such an approach offers a completeness to any project. However you do have to bear in mind the added workload in a limited timeframe when taking this type of mixed-method approach.

Writing a research proposal

All research needs to start with a definition of the research problem and that should be more easily accomplished now you have worked through the potential problems you have identified, but it is

important to check and understand what exactly your institution requires of you in order to start a research project, because it is likely at some point you will be asked to produce a research proposal for your project. This is the first major milestone that you will reach and it is a very useful and significant one. A research proposal can serve many purposes, and as a researcher it is something that you should become accustomed to completing, for it is the way many research projects gain funding, through grant proposals to funding bodies for example. Writing a research proposal is a great way to start to formalise all those thoughts that you have had. It is a working document, and so some changes as it develops are to be expected, but try to think it through as far as possible and draft it a few times before you finalise the document.

As this is likely to be the first research proposal you have written it is vital that you are familiar with the requirements of your institution. Does it need to be just a half-page statement of your aims and objectives or an outline research proposal a couple of pages long? Possibly a much lengthier piece of work is needed, perhaps including full drafts of your literature review and methodology chapters? Find out, and then use the resources of this book accordingly.

Here is a quick checklist for you to use.

- Do you have to write a full research proposal or only a statement of research aims, objectives or hypotheses?
- Is it an assessed piece of work and if so are you clear on the criteria?
- What form does it have to take, e.g. document, poster, or presentation?
- What is the word limit or required size of the proposal?
- When is the deadline for its submission?
- What happens after submission, e.g. ethics approval, etc.?

You must be clear on your institution's requirements. Once you are, look at the list below and decide what the proposal should contain. It may need some or all of these and the list is not exhaustive. The research proposal may contain:

- the context of, and rationale behind the project;
- a brief literature review;
- the methodological approach you intend to follow;
- research questions and hypotheses;
- possible methods of enquiry;
- information sources to employ;
- the significance of the project.

Writing the context of, and rationale behind the project

Whenever you write, you should consider why you are communicating this way. In writing a research proposal you are essentially attempting to convince somebody that your research project is a worthwhile one. To help to convince others that your project is worthwhile, you should provide some context or background to your study and the rationale for it, the reasons why it is worth doing.

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to start a research project background section that will help you to do this. *Engage* your readers with broader themes and topics that are relevant. A research background section should *illustrate* your concepts, questions, and theory and *demonstrate* your knowledge.

Engage your reader with a brief, and I emphasise brief, overview of the concepts and ideas of your topic and as you do look to make links that connect details with concepts. Use Figure 3.3, presented earlier in the chapter, to help structure this section.

You could start to sketch out your proposal ideas now. Are there written guidelines on what is required? Can you consult good examples produced by previous students? Are you sure they were working to the same criteria as you? Do you now understand what you are aiming for? If not, can your supervisor clarify it for you?

work is needed

; and then use

Checklist for a research proposal

- Have you developed your topic? (If not, go back and do so.)
- Have you completed sufficient background research?
- Have you understood the basic purpose of your research – is it exploratory, descriptive, or explanatory? Are your central questions descriptive, relational, or causal?
- Have you chosen to do a qualitative or quantitative study or does it combine these methods?
- Are you using primary or secondary data, or both?
- What data collection methods are you going to use?
- Do you definitely have access to the individuals, organisations or other sources (e.g. newspaper reports) that you need?
- Is your research practical? Can it be done in the time available, will it be costly, and can you do any travel that is required? Does your institution cover any costs?
- Have you worked out a timescale for your project? Is it realistic?
- Does your institution have ethical procedures that you have to comply with? Do these require clearance by senior staff? What are the timescales for this?
- Are there legal requirements that may affect your research – e.g. Data Protection Act, Children's Act?
- What types of analysis will your data require? Do you know how to do it?
- Have you proofread your proposal?
- Have you included full reference details in a consistent and approved form?

It may seem that this checklist bombards you with questions, but work through them one at a time. They are a useful reminder of how much work a project requires and what you need to do to stay on track.

Chapter Review

The take-home messages from this chapter should be:

- It is possible to develop a research area of interest by working logically through the units or modules you like, engage with, or have an affinity for, down to the content of these modules or units.

- Developing the process further, you can refine a preliminary research question. This may require some creative as well as logical thought. Any initial questions should be discussed with peers and with your research project supervisor, as they will be able to spot flaws and complexities to the question that you may not see.
- It is a good idea to set research objectives. These will help with your planning and identify whether you are on track to completion.
- Write a research proposal. Your institution may require one, but if it does not, write one anyway. A research proposal needs to convince the reader that the research project is worthwhile. To achieve this you need a clear rationale, supported by evidence, for your proposed project. Examine how to structure this and, once written, objectively test yourself by reading it and seeing if you would be convinced.

Further Reading

Berg, K (2004) *Essentials of Research Methods in Health, Physical Education, Exercise Science and Recreation*. Second edition. Baltimore: Lippincott Williams and Wilkins.

Section 2 of this text is titled Research Writing, and is very helpful when considering writing a research proposal. It is also an excellent text for those whose projects may be wider than sport and exercise science such as health and recreation.

Thomas, J (1996) *Research Methods in Physical Activity*. Third edition. Champaign, IL: Human Kinetics

This text is a very useful resource for research projects. Chapter 3 is very informative when considering what to include when presenting your problem.