Convenience Sampling In **convenience sampling** the researcher selects participants because they are willing and available to be studied. In this case, the researcher cannot say with confidence that the individuals are representative of the population. However, the sample can provide useful information for answering questions and hypotheses. Let's look at an example of convenience sampling.

> A researcher conducting a study involving Native American students finds that a large percentage of students in one school are Native Americans. The researcher decides to study this group at this one school because they are available and because the researcher has the permission of the principal and can gain consent from the Native American students to participate in the study. This is a convenience sample because the participants are convenient to the researcher and are available for the study.

Simple Random Sampling The most popular and rigorous form of probability sampling from a population is simple random sampling. In **simple random sampling** the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled that will be representative of the population. Any bias in the population will be equally distributed among the people chosen. However, equal distribution is not always possible, as was seen during the Vietnam War when officials did not sufficiently turn the drum with names of potential draftees enough times to result in random selection (Wilkinson & the Task Force on Statistical Inference, 1999).

The typical procedure used in simple random sampling is to assign a number to each individual (or site) in the population and then use a random numbers table, available in many statistics books, to select the individuals (or sites) for the sample. For this procedure, you need a list of members in the target population and a number must be assigned to each individual.

An example of a random numbers table is shown in Table 6.1. To use this table, first assign unique numbers to all individuals in the population (say, a population of 100 first graders). Then, starting anywhere in the random numbers table, match the numbers on your list to the numbers in the table. Start at the upper left of Table 6.1 and go down the column. You might choose the first six first graders from the population of 100 having the numbers 52, 31, 44, 84, 71, and 42. This would continue down the column until you have chosen the number of children needed for your sample (later in the "Sample Size" section we will consider how many first graders you would need Creswell, J. (2005). pp. 147 and 149)

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Population/Sampling

A population that may interest me in the future is Adult Learners and another may be Instructors of Adult learning. Simple random sampling is a process where any of the members in the population of Adult Learners for example can represent the entire population. For example, newly immigrated adult learners who received a high school diploma from their home country but are required to get a certified high school diploma for a state in the United States to attend college. Another is black males 18 and 20 years of age who recently left high school. Convenience sampling – known as accidental sampling which uses readily available participants. For example, the instructor might not know and understand their students' surrounding environments, but they are hired to teach by mere happenstance, Leedy & Ormrod, (2013)

Leedy, P. D. & Ormrod, J. E, (2013), Practical Research, Planning and Design (10th ed.), Pearson Education Inc, United States of America.

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