

Holiaduron Questionnaires

Very Poor	Poor	OK	Good	Very Good	No Opinion
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

ECAD5003

Objective:
to understand the
implications of
using
questionnaires in
research.

Questionnaires
v
Interviews

What are the
similarities and
differences?

Why use a questionnaire?

Advantages

- Less expensive than interviews
- Offers greater anonymity

Disadvantages

- Limited application (people who are literate etc.)
- Low response rate
- Lack of opportunity to check comments
- Other people might influence the answers
- **Self-selecting bias** (if response rate is very low, findings might not be representative of the whole population)

Ethical issues: discussion

“The questionnaire will always be an intrusion into the life of the **respondent**”

(Cohen & Manion)

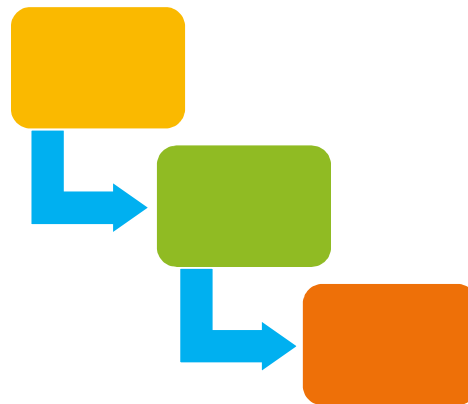
Can you think why?

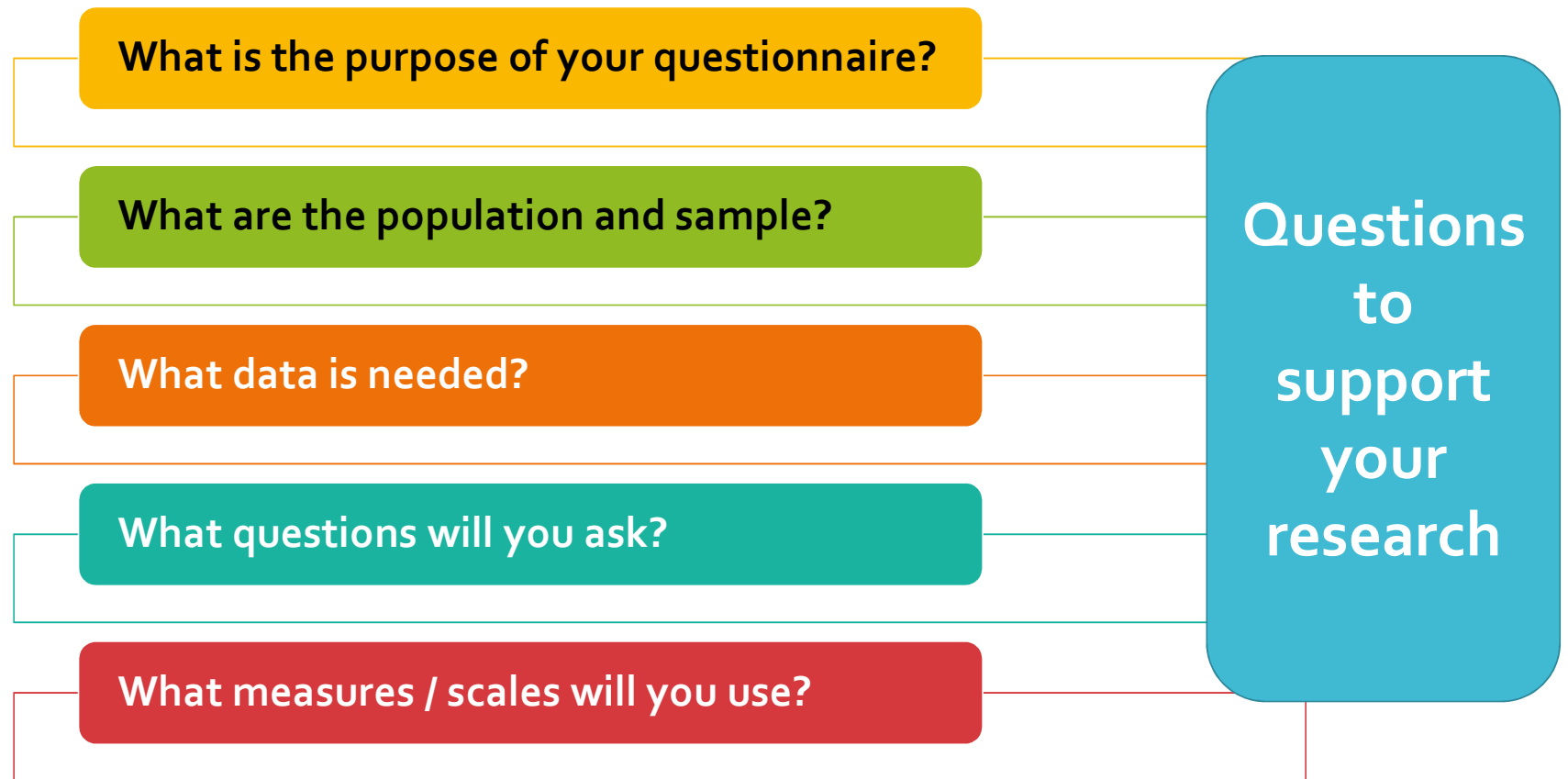
Ethical issues: key points

- Questionnaire respondents are the subjects and not the objects of research
- You cannot coerce respondents into completing a questionnaire
- All respondents have the right to withdraw at any stage or not complete all parts of the questionnaire
- You will need to obtain informed consent
- You will need to guarantee confidentiality, anonymity and non-traceability

Using a Flowchart to start planning

- This will help you plan the sequencing of questions
- You can anticipate the type of responses
- You can anticipate the range of responses





Types of questions

“The way you formulate a question (open-ended or closed) and the wording you use in its framing in an interview schedule or questionnaire are extremely important as they influence the type and quality of information you obtain from your respondents.”

(Kumar, 2014)

Can you give examples to explain the underlined words?



Open-ended question or closed questions?



1. You need in-depth information **Open-ended**
2. You want answers to be easy for respondents **Closed**
3. Cannot be too time-consuming **Closed**
4. Responses are in categories and so will be easier to analyse **Closed**
5. Respondents can express themselves freely **Open-ended**
6. Greater variety of information needed. **Open-ended**
7. Greater possibility of researcher bias as researcher might only list the responses he / she is interested in. **Closed**
8. Respondents are not 'conditioned' when they select responses from a list **Open-ended**
9. Researcher will need to go through the data and classify it. **Open-ended**

Formulating effective questions

- Always use language which is easy to understand

Is dipsomania a problem in Wales? X

- Do not use ambiguous questions (i.e. one that contains more than one meaning that can be interpreted differently by different respondents)

Is your work made difficult because you are expecting a baby? Yes / No X

- Do not use double-barrelled questions

How often and how much time do you spend on each visit? X

Attitudinal scales

- These “help us to find out how people feel towards these situations and issues”

(Kumar, 2014)

- In quantitative research, there are 3 scales which measure attitudes: **Likert, Thurstone and Guttman**
- **Likert Scale** (a summated rated scale) is the easiest to construct and most common.
- The Likert scale = each statement / item on the scale has equal **attitudinal value**.

LIKERT SCALE

How satisfied are you with*

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
The quality of our brand	☐	☐	☐	☐	☐
The prices we offer	☐	☐	☐	☐	☐
The speed of service we provide	☐	☐	☐	☐	☐
The customer support offered	☐	☐	☐	☐	☐

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6
50% Negative			50% Positive		

“Does not measure attitude per se. It does help to place different respondents in relation to each other in terms of the intensity of their attitude”
(Kumar, 2014)

Testing out the questionnaire: PILOT STUDY

- **“A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire”**

(Cohen & Manion)

- Helps to check the clarity of the questionnaire
- Gives you feedback on the validity of the questionnaire
- Helps you eliminate ambiguities
- Gives you feedback on the type of questions you have used.
- Gives you feedback on any omissions.

Plenary Quiz

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1. What is the name given to the person who fills in the questionnaire?
2. **What is the verb to describe putting pressure on someone to complete a questionnaire?**
3. All respondents have the right to.....?
4. **What do you need to obtain before asking someone to fill in a questionnaire?**
5. The respondents you chose are part of your.....?
6. **What could you use to support your planning of a questionnaire?**
7. Likert, Thurstone and Guttman are all types of what?
8. **What do we call the trial questionnaire?**

References

- Arthur, J. (Ed.). (2012). Research methods and methodologies in education. Sage publications.
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- <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>
- Cohen, L., & Manion, L. (2017) Research Methods in Education. London: Routledge.
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- Ross, D.A., G. Smith, P. and Morrow, R.H. (2015) Questionnaires. Oxford: Oxford University Press.