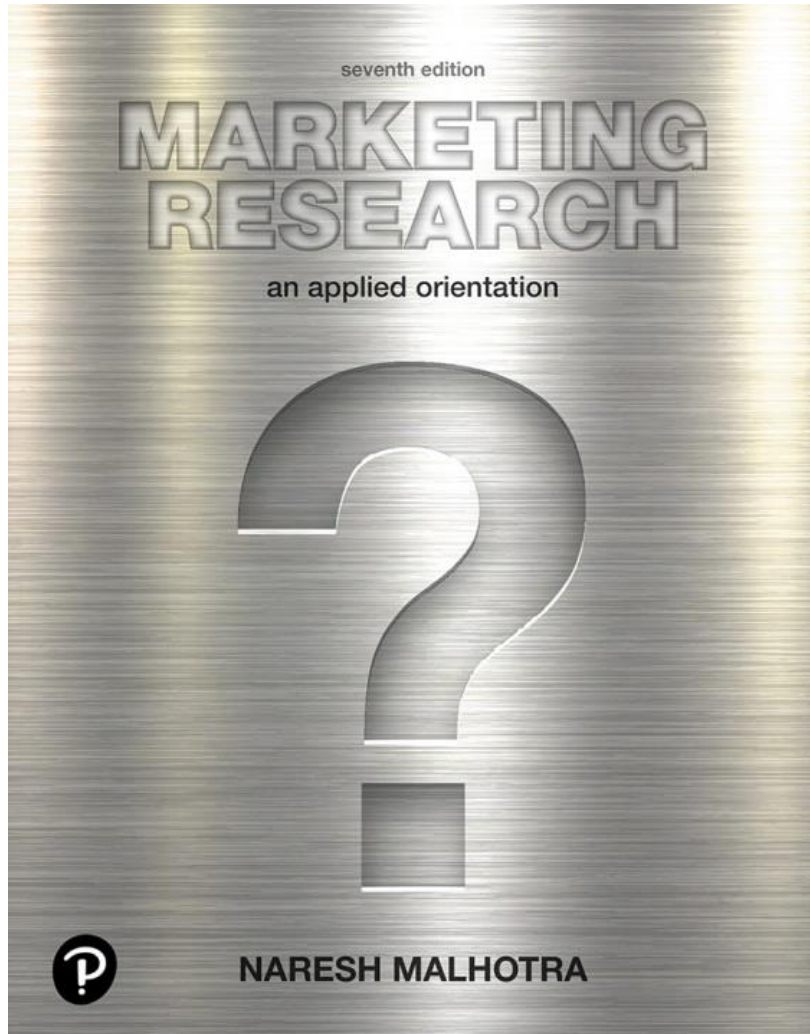


# Marketing Research: An Applied Orientation

Seventh Edition



## Chapter 10

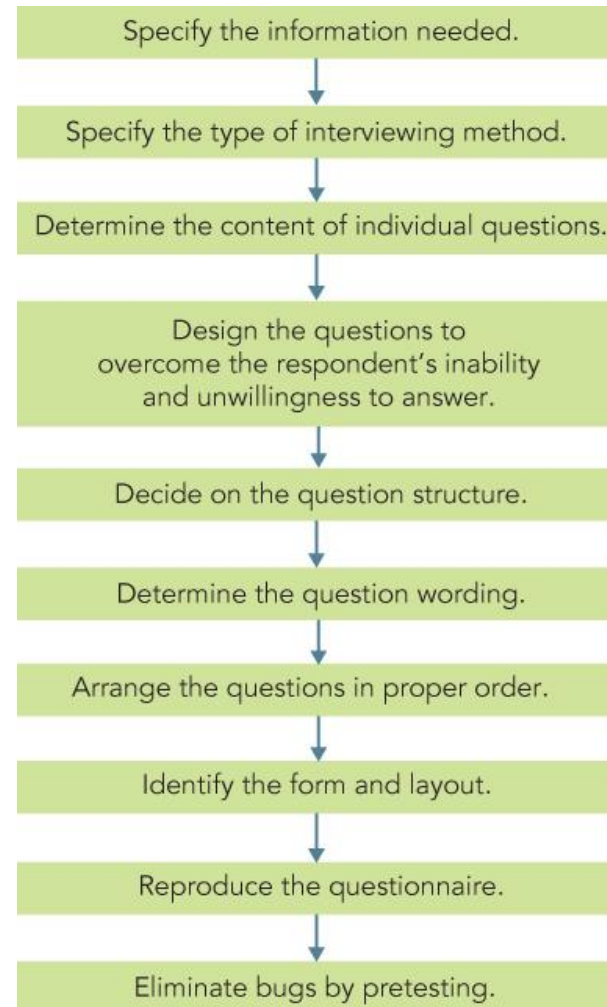
### Questionnaire & Form Design

# Questionnaire Definition

- A **questionnaire** is a formalized set of questions for obtaining information from respondents.
- **Objective:** Translates the information needed into a set of specific questions.
  - encourage the respondent to share the relevant information, to cooperate, and to complete the questionnaire
  - A questionnaire should minimize response error.

# Questionnaire Design Process

**Figure 10.1** Questionnaire Design Process



# Individual Question Content – Is the Question Necessary?

- If there is no satisfactory use for the data resulting from a question, that question should be eliminated.

# Individual Question Content – Are Several Questions Needed Instead of One?

- Sometimes, several questions are needed to obtain the required information in an unambiguous manner. Consider the question:

“Do you think Coca-Cola is a tasty and refreshing soft drink?”

(Incorrect)

- Such a question is called a **double-barreled question**, because two or more questions are combined into one. To obtain the required information, two distinct questions should be asked:

“Do you think Coca-Cola is a tasty soft drink?” and

“Do you think Coca-Cola is a refreshing soft drink?”

(Correct)

# “why” question

- Why do you shop at Nike town?
- Multiple questions could be embedded in “why” question
  - To buy athletic shoes, conveniently located, price or recommended by friends?
  - Separate questions
    1. What you like about the Nike store compared to others?
    2. How did you first happen to shop in Nike town?

# Overcoming Inability to Answer – Is the Respondent Informed?

- In situations where not all respondents are likely to be informed about the topic of interest, **filter questions** that measure familiarity and past experience should be asked before questions about the topics themselves.
- A “don't know” option appears to reduce uninformed responses without reducing the response rate.

# Overcoming Inability to Answer – Can the Respondent Remember?

How many gallons of fruit juice did you consume during the last four weeks? (Incorrect)

How often do you consume fruit juice in a typical week? (Correct)

1.       \_\_\_ Less than once a week
2.       \_\_\_ 1 to 3 times per week
3.       \_\_\_ 4 to 6 times per week
4.       \_\_\_ 7 or more times per week



# Overcoming Inability to Answer – Can the Respondent Articulate?

- Respondents may be unable to articulate certain types of responses, e.g., describe the atmosphere of a department store.
- Respondents should be given aids, such as pictures, maps, and descriptions to help them articulate their responses.
- Most respondents are unwilling to devote a lot of effort to provide information.

# Overcoming Unwillingness to Answer (1 of 2)

Please list all the departments from which you purchased merchandise on your most recent shopping trip to a department store.

(Incorrect)

In the list that follows, please check all the departments from which you purchased merchandise on your most recent shopping trip to a department store.

- |                            |       |
|----------------------------|-------|
| 1. Women's dresses         | _____ |
| 2. Men's apparel           | _____ |
| 3. Children's apparel      | _____ |
| 4. Cosmetics               | _____ |
| .                          |       |
| .                          |       |
| .                          |       |
| 16. Jewelry                | _____ |
| 17. Other (please specify) | _____ |

(Correct)

# Overcoming Unwillingness to Answer (2 of 2)

## Context

- Respondents are unwilling to respond to questions which they consider to be inappropriate for the given context – we could manipulate the context

## Legitimate Purpose

- Explaining why the data are needed can make the request for the information seem legitimate and increase the respondents' willingness to answer.
  - Survey from a cereal brand asks for age, income, and occupation
  - **Purpose:** to determine how consumption habits changes among people of different demographics

# Overcoming Unwillingness to Answer – Increasing the Willingness of Respondents

- Place sensitive topics at the end of the questionnaire.
- Preface the question with a statement that the behavior of interest is common.
- Ask the question using the third-person technique.
- Hide the question in a group of other questions which respondents are willing to answer.
- Provide response categories rather than asking for specific figures.
  - What is your household's annual income?
  - Check the appropriate income category: below 25,000, 25,001-50,000 etc.

# Choosing Question Structure – Unstructured Questions

- **Unstructured questions** are open-ended questions that respondents answer in their own words.

What is your occupation?

Who is your favorite actor?

What do you think about people who shop at high-end department stores?

# Choosing Question Structure – Structured Questions

- **Structured questions** specify the set of response alternatives and the response format. A structured question may be multiple-choice, dichotomous, or a scale.

# Choosing Question Wording – Define the Issue

Which brand of shampoo do you use?

(Incorrect)

Which brand or brands of shampoo have you personally used at home during the last month?

In case of more than one brand, please list all the brands that apply.

(Correct)

# Choosing Question Wording – Use Ordinary Words

“Do you think the distribution of soft drinks is adequate?”

(Incorrect)

“Do you think soft drinks are readily available when you want to buy them?”

(Correct)



# Choosing Question Wording – Use Unambiguous Words

In a typical month, how often do you shop in department stores?

- ☐ Never
- ☐ Occasionally
- ☐ Sometimes
- ☐ Often
- ☐ Regularly

(Incorrect)

In a typical month, how often do you shop in department stores?

- ☐ Less than once
- ☐ 1 or 2 times
- ☐ 3 or 4 times
- ☐ More than 4 times

(Correct)

# Choosing Question Wording – Avoid Leading or Biasing Questions

- A **leading question** is one that clues the respondent to what the answer should be, as in the following:

Do you think that patriotic Indians should buy imported toys when that would put Indian labor out of work?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

(Incorrect)

Do you think that Indians should buy imported toys?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

(Correct)

# Choosing Question Wording – Avoid Implicit Alternatives

- An alternative that is not explicitly expressed in the options is an **implicit alternative**.

1. Do you like to fly when traveling short distances?

(Incorrect)

2. Do you like to fly when traveling short distances, or would you rather drive?

(Correct)

# Choosing Question Wording – Avoid Implicit Assumptions

- Questions should not be worded so that the answer is dependent upon **implicit assumptions** about what will happen as a consequence.

1. Are you in favor of a balanced budget?

(Incorrect)

2. Are you in favor of a balanced budget if it would result in an increase in the personal income tax?

(Correct)

# Choosing Question Wording – Avoid Generalizations and Estimates

- “What is the annual per capita expenditure on groceries in your household?”

(Incorrect)

“What is the weekly expenditure on groceries in your household?”

*and*

“How many members are there in your household?”

(Correct)

# Determining the Order of Questions (1 of 3)

## Opening Questions

- The opening questions should be interesting, simple, and non-threatening.

## Type of Information

- As a general guideline, basic information (related to research) should be obtained first, followed by demographics, and, finally, identification information.

## Difficult Questions

- Difficult questions or questions which are sensitive, embarrassing, etc. should be placed late in the sequence.

# Determining the Order of Questions (2 of 3)

## Effect on Subsequent Questions

- General questions should precede the specific questions (funnel approach).

Q1: “What considerations are important to you in selecting a department store?”

Q2: “In selecting a department store, how important is convenience of location?”

(Correct)

# Determining the Order of Questions (3 of 3)

## Logical Order

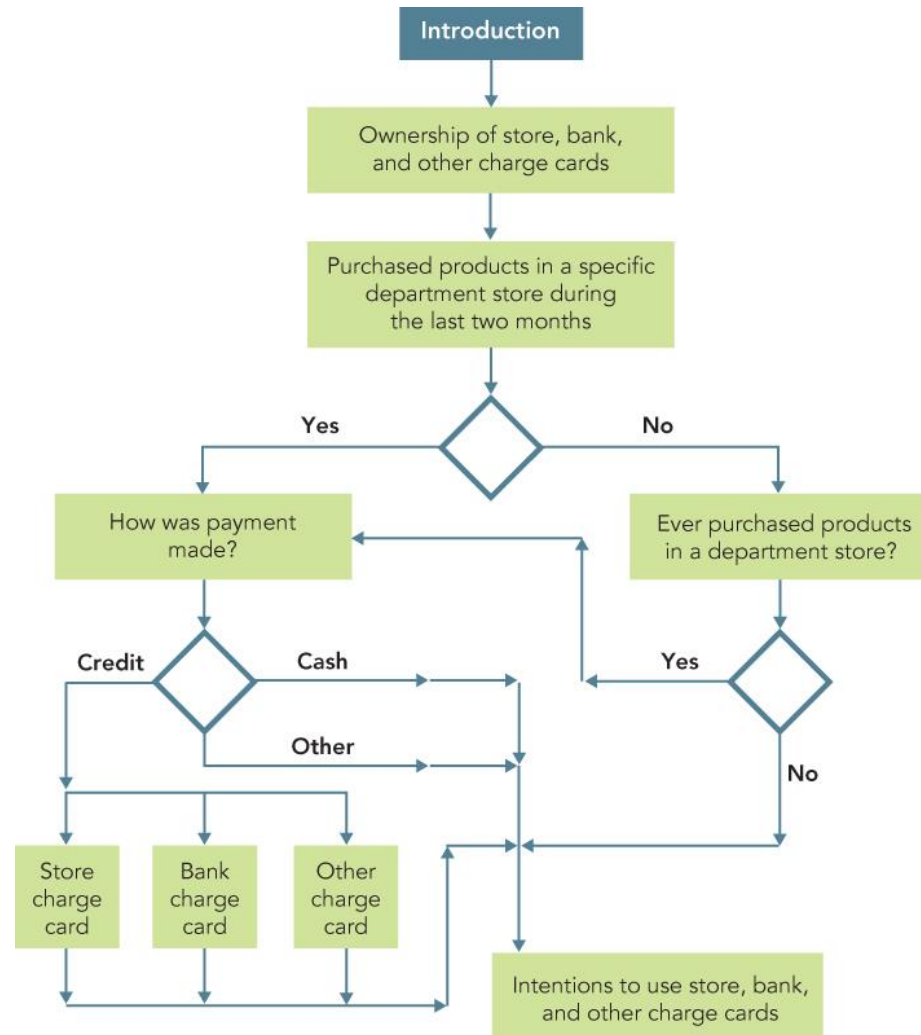
The following guidelines should be followed for branching questions:

- The question being branched (the one to which the respondent is being directed) should be placed as close as possible to the question causing the branching.



# Flow Chart for Questionnaire Design

**Figure 10.2** Flowchart for Questionnaire Design



# Form and Layout

- Divide a questionnaire into several parts.
- The questions in each part should be numbered, particularly when branching questions are used.
- The questionnaires should preferably be precoded.
- The questionnaires themselves should be numbered serially.

# Example of a Precoded Questionnaire

## The American Lawyer

### A Confidential Survey of Our Subscribers

(Please ignore the numbers alongside the answers. They are only to help us in data processing.)

1. Considering all the times you pick it up, about how much time, in total, do you spend reading or looking through a typical issue of THE AMERICAN LAWYER?

Less than 30 minutes..... <input type="checkbox"/> ..-1	1 <sup>1/2</sup> hours to 1 hour 59 minutes..... <input type="checkbox"/> ..-4
30 to 59 minutes..... <input type="checkbox"/> ..-2	2 hours to 2 hours 59 minutes..... <input type="checkbox"/> ..-5
1 hour to 1 hour 29 minutes..... <input type="checkbox"/> ..-3	3 hours or more..... <input type="checkbox"/> ..-6

# Pretesting (1 of 2)

**Pretesting** refers to the testing of the questionnaire on a small sample of respondents to identify and eliminate potential problems.

- A questionnaire should not be used in the field survey without adequate pretesting.
- All aspects of the questionnaire should be tested, including question content, wording, sequence, form and layout, question difficulty, and instructions.
- The respondents for the pretest and for the actual survey should be drawn from the same population.
- Usually, pretests are best done by personal interviews

## Pretesting (2 of 2)

- The pretest sample size varies from 15 to 30 respondents for each wave.
- Protocol analysis and debriefing are two commonly used procedures in pretesting.
- Finally, the responses obtained from the pretest should be coded and analyzed.

# Questionnaire Design Checklist (1 of 8)

**Table 10.1** Questionnaire Design Checklist

Step 1	Specify the information needed.
	<ol style="list-style-type: none"><li>1. Ensure that the information obtained fully addresses all the components of the problem. Review components of the problem and the approach, particularly the research questions, hypotheses, and the information needed.</li><li>2. Prepare a set of dummy tables.</li><li>3. Have a clear idea of the target population.</li></ol>
Step 2	Specify the type of interviewing method. <ol style="list-style-type: none"><li>1. Review the type of interviewing method determined based on considerations discussed in Chapter 6.</li></ol>
Step 3	Determine the content of individual questions.
	<ol style="list-style-type: none"><li>1. Is the question necessary?</li></ol>
	<ol style="list-style-type: none"><li>2. Are several questions needed instead of one to obtain the required information in an unambiguous manner?</li></ol>
	<ol style="list-style-type: none"><li>3. Do not use double-barreled questions.</li></ol>

# Questionnaire Design Checklist (2 of 8)

## [Table 10.1 Continued]

Step 4	<p>Design the questions to overcome the respondent's inability and unwillingness to answer.</p> <ol style="list-style-type: none"><li>1. Is the respondent informed?</li><li>2. If respondents are not likely to be informed, filter questions that measure familiarity, product use, and past experience should be asked before questions about the topics themselves.</li><li>3. Can the respondent remember?</li><li>4. Avoid errors of omission, telescoping, and creation.</li><li>5. Questions that do not provide the respondent with cues can underestimate the actual occurrence of an event.</li><li>6. Can the respondent articulate?</li><li>7. Minimize the effort required of the respondents.</li><li>8. Is the context in which the questions are asked appropriate?</li><li>9. Make the request for information seem legitimate.</li></ol>
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# Questionnaire Design Checklist (3 of 8)

## [Table 10.1 Continued]

	<p><b>10.</b> If the information is sensitive:</p> <ul style="list-style-type: none"><li><b>a.</b> Place sensitive topics at the end of the questionnaire.</li><li><b>b.</b> Preface the question with a statement that the behavior of interest is common.</li><li><b>c.</b> Ask the question using the third-person technique.</li><li><b>d.</b> Hide the question in a group of other questions that respondents are willing to answer.</li><li><b>e.</b> Provide response categories rather than asking for specific figures.</li><li><b>f.</b> Use randomized techniques, if appropriate.</li></ul>
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# Questionnaire Design Checklist (4 of 8)

## [Table 10.1 Continued]

Step 5	<p>Decide on the question structure.</p> <ol style="list-style-type: none"><li>1. Open-ended questions are useful in exploratory research and as opening questions.</li><li>2. Use structured questions whenever possible.</li><li>3. In multiple-choice questions, the response alternatives should include the set of all possible choices and should be mutually exclusive.</li><li>4. In a dichotomous question, if a substantial proportion of the respondents can be expected to be neutral, include a neutral alternative.</li><li>5. Consider the use of the split ballot technique to reduce order bias in dichotomous and multiple-choice questions.</li><li>6. If the response alternatives are numerous, consider using more than one question to reduce the information-processing demands on the respondents.</li></ol>
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# Questionnaire Design Checklist (5 of 8)

## [Table 10.1 Continued]

Step 6	<p>Determine the question wording.</p> <ol style="list-style-type: none"><li>1. Define the issue in terms of who, what, when, where, why, and way (the six Ws).</li><li>2. Use ordinary words. Words should match the vocabulary level of the respondents.</li><li>3. Avoid ambiguous words: usually, normally, frequently, often, regularly, occasionally, sometimes, etc.</li><li>4. Avoid leading questions that clue the respondent to what the answer should be.</li><li>5. Avoid implicit alternatives that are not explicitly expressed in the options.</li><li>6. Avoid implicit assumptions.</li><li>7. Respondents should not have to make generalizations or compute estimates.</li><li>8. Use positive and negative statements.</li></ol>
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