

Week-3

→ q.ue.

L1 Questionnaire Design -1

- The q.ue. is the doc. used to collect data from the respondent. Core pillar of MR study. Used in quanti. research. Diff. from DG (quali.). Also cld as schedule, survey instrument, data collec<sup>n</sup> instrument.
- Can be done → face-to-face, over phone, or text. Also, possible for self-filling.
- Charac. of good q.ue.
  1. comprehensive coverage
  2. eliciting genuine responses
  3. no fatigue for respondent
- Principles of writing q.ue. → method of collecting data, info. pts., flow of info., ques. wordings, response options, screening & classifica<sup>n</sup> ques<sup>ns</sup>, languages & transla<sup>n</sup>.

① Method of Collecting Data

- The q.ue. wordings has to be diff. acc. to which of the following 2 methods - self-filled or administered.
- The concern<sup>n</sup> is to have actual ques. in sentence case formatting & intenc<sup>ns</sup> in caps and bold.
- Tone of the ques. wordings diff., matter of common<sup>sc</sup> sense.

L2 Part-2

② Info. Points

- list of info. pts. to be collected. Core aspect, it req. a clear understanding of the study obj. and lots of patient effort. Class the info. as - essential, not absolutely essential but desirable, optional.
- len. in terms of no. of ques. but in terms of time taken. Telephone (5-8 mins), face-to-face (<10 mins).
- respondent's ability to ans. must be kept in mind.



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(memory, knowledge, sensitivity)

### L3 Part 3

#### ③ Flow of info.

- crucial considera<sup>n</sup>, right flow ensures that the respondent is enabled to ans. coherently & honestly.
- do screening (easy) ques. first, then opinion (tougher) ques., then demographic & classifica<sup>n</sup> (easy) ques. at the end.

#### ④ Question wordings

- 6 guided principles -

1. use simpler words
2. use std. wording whenever available
3. avoid confusing words (agree - disagree)
4. when to use long & short wordings
5. avoid slang & colloquialisms
6. avoid bias in the ques. wording

### L4 Part 4

#### ⑤ Response Options

- aided & unaided, open - close ended, scaling

#### ⑥ Screening & Classifica<sup>n</sup> Problems

- in all MR studies, it req. eligibility for screening
- they are close-ended in nature

#### ⑦ Lang. & Transla<sup>n</sup>

- researchers should learn to think in local lang.



15 Part 5

- Scaling - measurement for understanding  
Non-Metric  $\rightarrow$  Nominal, Ordinal  
Metric (Measurement)  $\rightarrow$  Interval, Ratio

## - Kind of scales -

<u>Nominal</u>	<u>Ordinal</u>	<u>Interval</u>	<u>Ratio</u>
Mode	Median Mode	Mean Median Mode	Mean Median Mode

- Nominal - identifies the response, just name
- Ordinal - rank-ordering, no amt. of diff.
- Interval - how apart responses are, diff. is equal
- Ratio - interval scale + abs. 0.
- Verbal Rating scales <sup>(Interval)</sup>, Ranking scales <sup>(Ordinal)</sup>, agree-disagree <sup>(Interval)</sup>, associa<sup>n</sup> scales <sup>(Nominal)</sup>
- gen.  $\rightarrow$  start with a -ve pt., should have a mid-point, balanced sides.
- Ranking - ltd. to top 3 ranks. Scores on ranks when presenting findings.

16 Part 6

## - Likert Scale

Series of ques. 5 pts. scale



strongly disagree

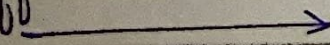


strongly agree

## - Semantic differential scale

high prices

1



7

low prices

7 scale



- Stapel Scale

-5 ←

-1

Attribute

+1

→ +5

- Scales of children - fewer pts., more images & less of text. Use smileys.