Questionnaire for Research

1. Quantity or information. Used to gather specific data that can be quantified or classified

Identify seven types of questions that you might use in a questionnaire. They are:

(as opposed to qualitative, open-ended questions).

| | When did you join the company? | | | | | | | | | | |
|--|---|--|----------|------------------|----------------------------------|-----|--|--|--|--|--|
| | Although this could cause confusion – are we expecting a date (and if so, in what f mat?) or a time frame (for example, five years ago)? It might be useful to provide example to show the respondent what we are expecting (for example, October 2005) | | | | | | | | | | |
| 2. | | Classification. Used to categorise responses into two or more groups. The cate- gories have no ordering to them – i.e., one category is no 'better' than the next. | | | | | | | | | |
| | Are you male o | r female (please tick)? | | Male | Female | | | | | | |
| When asking people what age group they fall into it is common to group the ages across decadal boundaries. For example, 18–24, 25–34, 35–44, etc. rather than 20–29, 30–39, 40–49, etc. People sometimes feel bad about being classed in an 'upper' age group when they just fall into that group. For example, 30-year-olds do not like to think of themselves as being their thirties and being grouped with 30- to 39-year-olds. By the time they reach the middle of the decadal range they are resigned to the fact that they are in that group (for example, 35-year-olds know they are in their thirties) and are happy to tick that box. | | | | | | | | | | | |
| Also make sure that categories are mutually exclusive to avoid confusion. For example, age ranges of $20-25$, $25-35$, $35-45$, etc. would be confusing for those aged 25 , 35 , 45 , etc. | | | | | | | | | | | |
| | 3. List or multiple choice. Provides the respondent with a number of options to choose from (they can select more than one). | | | | | | | | | | |
| | What sources of literature have you used for you literature review (please tick all that apply)? | | | | | | | | | | |
| | Books | Journal articles | S | Conference | e proceedings | | | | | | |
| | Newspapers | Case studies | | Company r | reports | | | | | | |
| | Company documentation | | | Sales literature | | | | | | | |
| | The Internet Internal reports | | 6 | Past projec | ats | | | | | | |
| | Other (please specify) | | | | | | | | | | |
| 4. Scale. Used to rate the respondent's feelings towards something. How easy do think the software is to install? | | | | | | | | | | | |
| | Very easy | Easy Average | Slightly | difficult | Difficult | | | | | | |
| 5. | Ranking. Used to order a series of options. You should not provide too many options for the respondent to rank (ten is probably an upper limit) as this can make it difficult to complete accurately and honestly. | | | | | | | | | | |
| | What did you | spend the most time | on dur | ing your s | oftware development? Please rank | the | | | | | |

| Debugging | | Documenti | ng software | | | | | | | | |
|----------------------------------|------------------------|--------------------|----------------|----------------------|----------------------|--|--|--|--|--|--|
| Other (pl | Other (please specify) | | | | | | | | | | |
| 6. Complex grid | d or table. l | Jsed to gather sim | ilar responses | s on a range of que | stions. | | | | | | |
| Please complete of the completed | | | vhere appropri | ate) with your views | on different aspects | | | | | | |
| 2.4 Research methods 33 | | | | | | | | | | | |
| | Very poor | Below average | Average | Above average | Excellent | | | | | | |
| Interface | | | | | | | | | | | |
| Installability | | | | | | | | | | | |
| Functionality | | | | | | | | | | | |
| Ease of use | | | | | | | | | | | |
| Robustness | | | | | | | | | | | |
| Accuracy | | | | | | | | | | | |
| 7. Open-ended you would like to | | btain extended, qu | alitative ansv | vers. Do you have a | ny further comments | | | | | | |
| | | | | | | | | | | | |
| Question ord | der | | | | | | | | | | |
| | - | | | • | affect your response | | | | | | |

following in order from 1 (spent most time on) to 7 (spent least time on).

Coding

Testing

Requirements capture

Design

question order:

come early on.

Don't put awkward, difficult or embarrassing questions at the start of the question- naire. This may put

Place the important questions in the first half of the questionnaire. Respondents do not always complete questionnaires so if there are some important questions you would like answered, make sure that these

people off completing the questionnaire. This implies that you should put easy, non-threatening questions at the start to draw the respondent in.

Go from general to specific questions.

Go from factual to abstract questions.

Go from closed to open questions.

Leave questions regarding personal information until the end.