



ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

Quarter 2 – Module 5:

**DESIGNS, TESTS AND REVISES
SURVEY QUESTIONNAIRES**



Quarter 2 Module 5: Designs, Tests and Revises Survey Questionnaires

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English for Academic and Professional Purposes

Quarter 2 – Module 5

DESIGNS, TESTS AND REVISES SURVEY QUESTIONNAIRES

This instructional material was developed based from the Most Essential Learning Competencies (MELC) in English for Academic and Professional Purposes in response to the new normal scheme in learning delivery of the Department of Education. This module was collaboratively reviewed by educators and program specialists in the Regional Office V. We encourage teachers and other educational stakeholders to email their feedback, comments, and recommendations to the Department of Education at _____.

We value your feedback and recommendations.

I. Introduction

One of the ways to gather data is through a questionnaire. However, as a researcher, you must know the right questions that you will use to get the information you need. Designing a questionnaire is quite challenging but fun. Do not give up if your first attempt needs revision. Remember, practice makes perfect. Keep pushing!

II. Objective:

Designs, tests and revises survey questionnaires

III. Vocabulary List:

Before you begin, here are some words that you will encounter in the module:

- **Questionnaire** – a written document containing questions and other types of items designed to solicit information appropriate to analysis.



- **Survey Research** - the collection of information from a sample of individuals through their responses to questions or statements
- **Respondent** – a person who provides data in a survey research.

IV. Pre-Test

At this point, you are going to check how much you know so far about designing, revising and testing a questionnaire. Write your answers on a separate sheet of paper or in your notebook. Are you ready?

Directions: Write T if the statement is True and F if it is False.

1. A questionnaire is the same as a survey.
2. When a staff handed you a piece of paper that asks you to choose a smiley to express how you feel about their service is an example of a survey question.
3. A questionnaire should be anchored on the research problem.
4. In designing a questionnaire, a researcher can always include all the questions that come into his/her mind.
5. Likert-Scale questionnaire items are best used to measure the feeling or opinion.
6. It is always good to appeal to the emotions of the respondents in creating questions.
7. Arrangement of questions does not matter as long as it will provide the information needed from the respondents.
8. Always use multiple choice type of questions or close-ended questions to be able to gather data easily.
9. A questionnaire can be compared to a newly sewn dress that needs to be fitted before finally giving to a customer.
10. Testing and revising a questionnaire can be ignored as long as the design of the questionnaire hits the targeted research problem and the required data.

V. Learning Concepts

In the previous lessons, you have learned that there are various kinds of reports depending on the objective of the researcher. In each kind of report, there are instruments used to gather data. One of the ways to gather data through a survey is by using a survey questionnaire.

Have you experienced entering a restaurant or a café and you were asked to answer a series of questions about your experience at that place or their service? There are some places where all you need is to choose the type of smiley that speaks of how you feel after your experience at their place. These are examples of simple survey questionnaires.



A **questionnaire** is a structured series of questions designed to collect primary data from respondents. A well-designed questionnaire motivates respondents to provide accurate and complete information which is very helpful in attaining the survey's objective. (QuickMBA.com, n.d.)

DESIGNING A QUESTIONNAIRE

Here are the suggested steps on how to develop a questionnaire:
(Adapted from QuickMBA.com)

- 1 Determine the research problem or the target information.
- 2 Choose the type of questions and method of administration:
(written, email or web form, telephone interview, personal interview)
- 3 Determine the general question content needed to obtain the desired information
- 4 Determine the form of responses
- 5 Choose the exact question wording
- 6 Make sure that the sequence of the questions is effective
- 7 Test the questionnaire and revise if needed.

Now that you know how to design the questionnaire, are you ready to form your questions? Alright, let's do this.

QUESTION WORDING BASIC

(Adapted from Filiberto, D. (2013) with some notes from Baxter, L. and Babbie, E. (2003))

1. Write short and simple questions

Respondents are often unwilling to study an item in order to understand it. Assume that respondents will answer the questionnaire quickly. Therefore, provide clear, short items that will not be misinterpreted.

Example:

Given the current trend of more hits, more home runs, longer games in general, and more injuries in baseball today, do you think that steroid use should continue to be banned even though it is not enforced?

**Problem: Long questions can be confusing*

Better question:

Steroid use has both positive and negative effects on baseball. Do you think that steroid use should be banned?"

2. **Avoid leading questions**, wording that influences respondents to consider a subject in a weighted manner, or injects a preference or opinion.

Example:

Do you hate the president of the Philippines?"

Why is this leading? Because the question itself includes an opinion word.

Who do you think of when you hear COVID -19?

- a. China b. Pres. Duterte c. Chinese d. Lockdown

Why is this leading? Because it forces the respondent to answer one of these choices, even if none of them comes to mind.

What makes our product better than our competitors' products?

3. Appropriately Open-Ended and Closed-Ended Questions

Use *open-ended questions* when responses need to be elaborated by the respondents for exhaustive and comprehensive data gathering. They're more suited to exploratory research that looks to describe a subject based on trends and patterns.

Closed-Ended questions are popular because they provide greater uniformity or responses and are easily processed compared to open-ended questions. However, closed-ended questions the response categories should be *exhaustive* and *mutually exclusive*. In other words, all possible options should be provided.

Example:

Why do you play sports?

1. Enjoyment 2. Health 3. Friends 4. Other-----

4. Questions must be non-threatening and attempt to evoke the truth.

Example:

Who do you think consume more cigarettes: you or your friends?

When a respondent is concerned about the consequences of answering a question in a particular manner, there is a good possibility that the answer will not be truthful.

5. Question Clarity

Avoid ambiguities and vague words (e.g. usual, regular, normal)

Example:

What is your number of serving of eggs in a typical day?

Problem: How many eggs constitute a serving? What does 'a typical day' mean?

Better question:

On days you eat eggs, how many eggs do you usually consume?

Do you watch television regularly?

**Vague questions are difficult to answer (what is the meaning of "regularly"?)*

Better question:

How often do you watch Television?"



Note: Questions should mean the same thing to all respondents. All the terms should be understandable or defined, time periods specified, complex questions asked in multiple stages.

6. Don't use double-barrelled questions

Ask one question at a time. Avoid asking 2 questions, imposing unwarranted assumptions, or hidden contingencies. Whenever you use 'and' on a question or a statement, check if it is *double-barrelled*.

Example:

Do you find the classes you took during your first semester in SHS more demanding and interesting than your JHS classes?

☒ Yes ☐ No

** How would someone respond if they felt their SHS classes were more demanding but also more boring than their JHS classes? Or less demanding but more interesting? Because the question combines “demanding” and “interesting,” there is no way to respond yes to one criterion but no to the other.*

Do you find the classes you took during your first semester in SHS more demanding than your JHS classes?

7. **Clearly define the response scale dimension or continuum.**

When using a response scale, clearly define the dimension or continuum respondents are to use in their rating task

Example:

Response categories - Make them logical and meaningful: NOT:
Many.....Some.....A Few.....Very Few.....None

DO a Bipolar or Unipolar rating scale: Bipolar measures both direction and intensity of an attitude: Unipolar scale measures one concept with varying degrees of intensity.

8. **Minimize presuppositions** – an assumption about the world whose truth is taken for granted.

Answering a question implies accepting its presuppositions, a respondent may be led to provide an answer even if its presuppositions are false.

Example:

Are you a DDS or a Dilawan?

Problem: presupposes that one of the alternatives is true.

What are your usual hours of work?”

Problem: Does respondent have usual hours of work?

Better Question:

What are your usual hours of work, or do you not have usual hours?



Remember: *Each question should have a specific purpose or should not be included in the questionnaire.*

TYPE OF QUESTIONS AND ITS USAGE



1. Open-Ended

Best Used for:

- Breaking the ice in an interview
- When respondent's own words are important
- When the researcher does not know all the possible answers

Example:

What changes do you recommend for the school to do in order to help students perform better?

2. Closed-Ended

Best Used for:

- Collecting rank ordered data
- When all response choices are known
- When quantitative statistical tool results are desired

Example:

In which of the following do you live?

- A house
- An apartment
- A condo unit

Other forms closed-ended questions:

a. Likert-Scale

Best Used for:

Assessing a person's opinion and feelings about something

Example:

Please circle the way you feel about the following:

1 = Disagree

5 = Agree

b. Multiple Choice

Best Used for:

- When there are finite number of options

Example:

Which of the following best describes your current civil status?
Single
Married
Widowed
Divorced

c. Rating Scales

Best Used for:

- Rate things in relation to other things

Example:

How likely would you recommend the current strand you are enrolled in to your friend?										
NOT AT ALL LIKELY					EXTREMELY LIKELY					
0	1	2	3	4	5	6	7	8	9	10

d. Ranking Questions

Best Used for:

- Ordering answer choices by way of preference. This allows you to not only understand how respondents feel about each answer option, but it also helps you understand each one's relative popularity.

Example:

Rank the following subjects in order of preference – 1 being your favorite and 5 being your least favorite.			
<input type="text"/>	English	<input type="text"/>	Social Sciences
<input type="text"/>	Math	<input type="text"/>	Music, Arts, PE and Health
<input type="text"/>	Science	<input type="text"/>	TLE
<input type="text"/>	Filipino	<input type="text"/>	Edukasyon sa Pagpapakatao

So you now have your questions and you know which questions to use, let's arrange your questions! Are you ready?

ORDERING THE QUESTIONS

(Adapted from Contemporary Communication Research by Smith, M.J., 1988)

1. *Adapt a general organizational pattern that complements a survey's research objectives.*

Two general patterns:

- Funnel pattern – begins with broad questions followed by progressively narrower or more specific ones
- Inverted pattern – narrowly focused questions are followed by more general ones.

2. *Topically related questions should be grouped together.*

A researcher should group together questions pertinent to a single topic then move to another topic. It is easier for the answer questions this way.

3. *Easy-to-answer questions should be placed first.*

Easy questions serve as motivation.

4. *Questions should be ordered to avoid establishing a response bias.*

*Response Bias – a tendency of a respondent to answer all closed-questions the same way regardless of content.

Example: A respondent check "Somewhat agree" to all criteria.

Now that you have arranged your questions, the next thing to do is to make sure it works. Remember, nobody's perfect so don't feel sad if you think your questionnaire is no good. You can always revise it. Keep pushing!



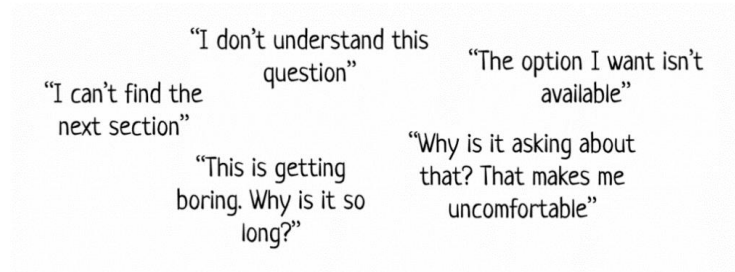
TESTING AND REVISING THE QUESTIONNAIRE

Have you experienced asking a dressmaker or a tailor sew your school uniform? What does a tailor or dressmaker usually do before finally giving you your sewn uniform? He or she would let you fit it first, right? Why do you think so?

That is the same as the questionnaire. You are the tailor and the questionnaire is the school uniform. You need to check if the questionnaire fits the respondents and your target information. No matter how carefully you design a questionnaire, there is always the POSSIBILITY of error. You are always certain to make some mistake. The surest protection against such error is to **PRE-TEST** the questionnaire in full or in part. (Baxter, L. & Babbie, E., 2003)

That is the last part of designing your questionnaire before finally administering and distributing it to your respondents. There are no fixed steps on how to test your questionnaire but here are some general guidelines that might be helpful. Keep in mind that you are aiming for the questionnaire to be as effective as it can be.

1. **Find 5 to 10 people from your target group**
2. **Ask them to complete the survey while thinking out loud.**
*take note of their opinions and feedback



3. **Observe how they complete the survey.**
*note their hesitations or where they made mistakes in answering. This is an indication that the survey questions and layout are not clear enough and needs improvement.

Look at this example:

How important are the following issues for you personally?										
Circle the number that best represents your opinion on a scale from 1 (extremely unimportant) to 10 (extremely important)										
	Extremely unimportant					Extremely important				
Protection of endangered species	1	2	3	4	5	6	7	8	9	10
Improving air quality	1	2	3	4	5	6	7	8	9	10
Creating renewable energy sources	1	2	3	4	5	6	7	8	9	10
Improving water quality	1	2	3	4	5	6	7	8	9	10
Reducing the use of nuclear power	1	2	3	4	5	6	7	8	9	10

4. **Make improvements based on the results.**

Quick tips before you finish the module:

- ✓ All questionnaires need an introduction. Be sure to have one.
- ✓ It is useful to begin every questionnaire with basic instructions for completing it.
- ✓ The format of a questionnaire is as important as the wording and ordering. Be sure that it is spread out and uncluttered.
- ✓ Physical aspects such as page layout, font type and size, questions spacing, and the type of paper should be considered. Always check on these.



Congratulations! Your questionnaire is ready to go!

VI. Practice Task 1

Directions: Here is an example of a Survey Questionnaire. Analyze the content and answer the questions that follow. (Taken from Practical Research 2 for Senior High School: Quantitative)

Title: Students Satisfaction on Student Services in a Private Secondary School

Dear Student,

Thank you for being a respondent for this survey. Please help us improve our services by completing this survey.

1. What is your overall satisfaction rating with our school services?

<input type="checkbox"/>	Very Satisfied
<input type="checkbox"/>	Somewhat Satisfied
<input type="checkbox"/>	Neither satisfied nor dissatisfied
<input type="checkbox"/>	Somewhat dissatisfied
<input type="checkbox"/>	Very dissatisfied

2. Please explain your answer

3. Please rate your level of satisfaction in the quality of student services provided by your school.

5 – Very satisfied 4 – Somewhat satisfied 3 – Neither satisfied nor dissatisfied 2 – Somewhat dissatisfied 1 – Very dissatisfied

	5	4	3	2	1
Registrar's Office					
Canteen					
Student Information System (SIS)					
Comfort Room					
Classroom Ventilation					
Cashier's Office					
College/Department Staff					

4. Please rate the following personal goals of going to Senior High School (SHS) in order of importance from 1 to 6 with 1 indicating most important goal, 2 second most important goal and so on.

_____	To pursue college education
_____	To be employed after graduation
_____	To enhance my self-esteem
_____	To become a useful citizen
_____	To be socially and intellectually mature

Questions: (Write your answers in a separate sheet of paper or in your notebook.)

1. What is the purpose of the survey questionnaire above?
2. What type of questions were used in the questionnaire?
3. In question no 4, is the given options enough? Why or why not?

4. If you were to use a questionnaire with the same given survey topic, would you consider using this questionnaire? Why or why not?

VII. Practice Task 2

Directions: Here are some survey questions from a questionnaire. Examine them closely and identify whether they are acceptable or not. Write A for acceptable. For any non-acceptable question, revise the question to make it acceptable. Write your answers on a separate sheet of paper or in your notebook.

Example: (for non-acceptable)

Question: Was the school facility not unclean?

Revision: How would you rate the cleanliness of the school facility?

1. How awesome is the service provided?
2. Where do you enjoy drinking milk tea?
3. How would you rate the preparedness and rescue mission?
4. What device do you usually use to check your email?
A. Computer | B. Mobile Phone | C. Tablet | D. iPad
5. How was our service today?
Okay | Good | Fantastic | Unforgettable | Mind-blowing
- 6.

	A Strongly Agree	B Somewhat Agree	C Somewhat Disagree	D Strongly Agree
Students treat one another with respect.				

7. What Senior High School Track are you currently enrolled in?
a. Academic b. TVL c. Arts and Design d. Sports
8. Which of the following options best describes your employment status?
 - Employed (Full-time)
 - Employed (Part-time)
 - Homemaker
 - Retired
 - Not currently employed
9. Who did you purchase the product for?
 1. Self
 2. Family member
 3. Friend
 4. Colleague
 5. Others, please specify _____

10. Does Research contribute to your stress/anxiety level?



VIII. Practice Task 3

Directions: Make up several (5 to 10) questionnaire items that measures the people's feelings regarding the action of the government towards COVID 19 pandemic. Write your answers on a separate sheet of paper or in your notebook.

Note: Each question that you make will be scored from 1 to 5 based on the rubric given below. This means you have a chance to get a maximum of 50 points if all the questions you made get 5 points.

Rubrics for Rating the Questionnaire Items

*each developed question (questionnaire item) will be rated based on the criteria given.

5	The question is clear and precise, collectively allowing for detailed, unambiguous and meaningful answers. The question is interpreted in the same way by respondents.
4	The question sometimes is clear and precise, collectively allowing for meaningful answers. Questions are interpreted in the same way by respondents.
3	The question somewhat clear and precise but contains minor grammatical error and some characteristics of question wording is not present. The question is interpreted in the same way by respondents.
2	The question is quite difficult to understand, biased and/or leading words are present, contains minor grammatical error. Question is interpreted in different way by respondents
1	The question is difficult to understand not precise and ambiguous. It contains major grammatical error. Question is interpreted in different way by respondents

IX. Post-Test

Directions: Read each question carefully and choose the correct answer. Write your answers in a separate sheet of paper or in your notebook.

1. A questionnaire is defined by the following except:
 - a. to gather data from respondents
 - b. translates the research problem into questions that will answered by respondents
 - c. wording, appearance and flow of questions fosters cooperation and motivate the respondents to answer
 - d. a tool designed to control data for a survey
2. A well-designed questionnaire needs to be as short as possible.
 - a. True
 - b. False
3. What is the first step in designing a survey questionnaire?
 - a. Pre-testing
 - b. Identifying the respondents
 - c. Identifying the research problem
 - d. Identifying the type of questions to be used
4. Which of the following is considered a good questionnaire item?
 - a. How long does it take you to walk and run around the court?
 - b. If you were the President, what will you do to combat the COVID Pandemic?
 - c. How much did you enjoy the reading the new novel?
 - d. Rate your experience in the service provided.
5. Study the questionnaire item below and choose the correct statement that describes the question.

Do you go to the park when you are stressed from work?

- a. The question assumes that the respondent gets stressed at work.
 - b. It is a double-barreled question since work and the park are two separate places.
 - c. It is an open-ended question and will be hard to quantify.
 - d. There is nothing wrong with the question.
6. If you want to know how the students feel about the new rules and regulations set by your organization, what type of questions will you most likely use?
 - a. Likert-Scale
 - b. Multiple Choice
 - c. Ranking
 - d. Open-ended
7. "How much is your 'baon' every day?"
If you were to revise this question, how should it be?
 - a. Do your parents give you 'baon'? ☐ Yes ☐ No

- b. I will provide options so that the respondent will not feel embarrassed
Example: Our parents does not give us money as 'baon'.
Php 1.00 – 49.99
Php 50.00 – 99.99
Php 100.00 - above
 - c. I will not include this question in my questionnaire because it is not necessary.
 - d. There is no need to revise this question because it will give the information I need.
8. Participants in a pre-test should be:
- a. Representative of the target population under study
 - b. Friends and relatives
 - c. Other survey researchers
 - d. Individuals from outside the population under study
9. In testing your questionnaire, why is it necessary to observe where the respondents changed their mind in answering?
- a. It will show what items needs revision.
 - b. It will reveal some items that might be confusing so they hesitated or change their minds.
 - c. It will help the researcher understand why the items might be confusing.
 - d. All of the above
10. Now that you have all the questions ready, reviewed, and sequenced, which of the following do you still need to consider?
- a. the type of paper where it will be printed
 - b. writing an introduction and instructions
 - c. the format of the question items
 - d. all of the above



??

Assignment/Additional Activities

Find a questionnaire in a magazine or newspaper or from the internet. Critique at least five of the questions for their strengths and weaknesses.

Pre-Test

- | | |
|------|-------|
| 1. F | 6. F |
| 2. T | 7. F |
| 3. T | 8. F |
| 4. F | 9. T |
| 5. T | 10. F |

Practice Task 1:

- To determine the students' satisfaction on students' services in a private secondary school
- Likert-Scale, Rating Scale, Open-Ended question
- There should be an option for 'others, please specify' so that the respondent can provide an answer that is not included in the options to be ranked.
- Yes, because the questionnaire items include the students' services that students/respondents need to give their opinion about.

Practice Task 2:

- Leading question.
Revision: How would you rate this product?
- There is an assumption the respondent enjoys drinking milk tea.
Revision: How would you rate the taste of the milk tea?
- This is a double-barreled question. Preparedness and rescue mission should be rated separately.
Revision: How would you rate the preparedness of the rescue team?
How would you rate the conduct of the rescue mission?
- There is an overlap in the options given. An iPad is also a tablet.
Revision: *Remove iPad from the options
- Unbalanced options
Revision: How satisfied are you with our service today?
a. Very Satisfied b. Satisfied c. Neutral d. Dissatisfied e. Very Dissatisfied
- Acceptable
- Acceptable
- Acceptable
- Acceptable
- Acceptable

Practice Task 3:

Rubrics for Rating the Questionnaire Items

*each developed question (questionnaire item) will be rated based on the criteria given.

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1	The question is difficult to understand not precise and ambiguous. It contains major grammatical error. Question is interpreted in different way by respondents

Post-Test:

1. D
2. A
3. C
4. D
5. A
6. A
7. B
8. A
9. D
10. D

Assignment:

Rubrics for Rating the Critique

	5	4	3	2	1
Content	All the weaknesses and strengths were discussed comprehensively.	Most of the weaknesses and strengths were discussed comprehensively.	Some the weaknesses and strengths were discussed.	A little of the weaknesses and strengths were discussed.	Most of the weakness and strengths were not discussed properly.
Organization	The thoughts discussed are logical and appropriate.	The flow of discussion is slightly organized and appropriate.	The transition of the thoughts in the discussion was not smooth.	Not logical nor effective; major revisions need to be made	Not clear, making paper difficult to follow
Grammar and Wording	Does not contain any grammatical error.	Few, if any, minor errors that do not impede comprehension.	Some minor errors which occasionally impede comprehension	Some major errors which often impede comprehension	Major errors greatly impede comprehension

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