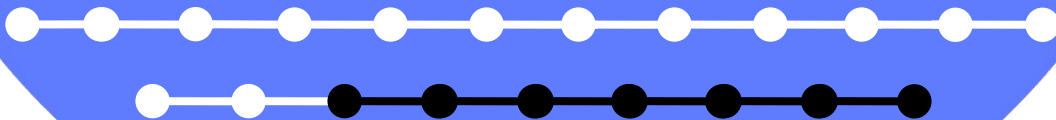


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How To Design a Questionnaire



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ACKNOWLEDGMENTS

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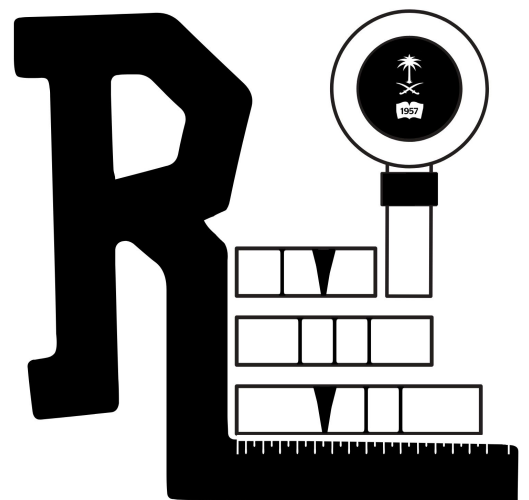


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LECTURE OBJECTIVES



There Are No Provided Objectives

Steps to Design a Questionnaire

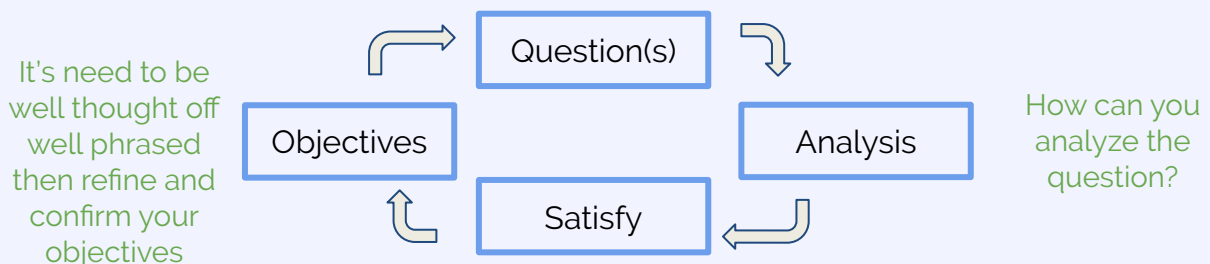
1. Write out the primary and secondary aims of your study. You must have a clear idea of where are you heading.
2. Write out concepts/information to be collected that relates to these aims.
3. Review the current literature to identify already validated questionnaires that measures your specific area of interest. Very important; To conform that what are you doing is validated, othentic and has not been done.
4. compose a draft of your questionnaire. Write down the questions then review it with an expert and colleagues
5. Revise the draft.
6. Assemble the final questionnaire.

1- Define the aims of the study:

IMPORTANT

- Write out primary and secondary aims using one sentence per aim. (Target population)
- Formulate a plan for the statistical analysis of each aim.

Does my question help me in achieving my objective? If not reform it



2- Define the variables to be collected:

- Detailed list of the information to be collected.
 - KAP.
 - Needs. It's similar case as KAP
 - Risk factors, behavior, diet, habit.
 - Demographics, associates. Essential. (i.e. Gender, age, out come of pregnancy).
 - Some combination of these concepts.
- Translate into variables that can be measured.
- Define the role of each variable in the statistical analysis:
 - Predictor (independent).
 - Outcome (dependent).
 - Confounder and/or effect modifier.

As a researcher in case of KAP there's no standard definitions, you need to formulate definitions according to you. It's rare to find ready-made definitions.

3- Review the literature:

- Review current literature to identify related surveys and data collection instruments that have measured aims similar to your aims.
- You may get:
 - Validated questionnaires.
 - saving your time.
 - Detailed items.
 - Comparison of results.

validated questionnaire give you the benefit of Comparison of results.

4- Compose the file draft:

- Determine the mode of survey administration:
 - Face-to-face interview.
 - Self-administered survey (i.e. mail survey).
 - Telephone survey.
 - E-mail survey.

Why is this point important? We have a variety of populations and some modes work best with certain populations. (i.e. University teaches and E-mail survey). Same thing goes with language.
 - Add more questions that then will be included in the final draft.
 - Longer questionnaires reduce the response rate.
 - Place the most important items in the first half of the questionnaire. The most important questions at the start and sensitive questions at the end.
 - Make sure questions flow naturally from one to another. This is a very common mistake.
 - At the top of the questionnaire:
 - Introduce yourself briefly. And informed consent.
 - The purpose of the study.
 - How will the data be used.
 - Instructions on how to fill out the questionnaire and how long will it take to fill it.
 - your policy on confidentiality.
 - Include identifying data on each page of multipage, paper page questionnaires. Such as respondent ID number in case the pages separate.
- Optional

All these factors will increase your response rate. What response rate is acceptable? 80-85%

5- Revise:

- Shorten the set of questions, If a question does not address one of the aims, discard.
- Refine the questions including their wording by testing them with a variety of respondents: **The more revise the more better it will be**
 - Ensure the flow is natural.
 - Verify that terms and concepts are familiar and easy to understand for your target audience.
 - Keep recall to minimum and focus on the recent past.

6- Assemble the final questionnaire:

- Group Questions concerning major subject areas together and introduce them by heading or short descriptive statement.
- list questions in order to stimulate recall.
- Order and format questions to ensure unbiased and balanced results.
- Place the most important items in the first half of the questionnaire.
- Make sure questions flow naturally from one to another.

Testing the Survey instrument:

Include:

- Focus groups discussions.
- Cognitive interviews.
- field pre-testing. **Do not include you pre-testing in your final results, but as similar as your population. 10% of the actual sample size.**
 - Small-scale study in which all the conditions of the full scale-survey are simulated.
 - survey modes.
 - interviewer oral debriefing and written reports.

Field pre-test warning signs:

- Variations (Skewed distributions).
- Response rate.
- 'No opinion' or 'Don't know' rates.
- Response patterns
- Flow of the questionnaire.

The population of the pre-test should be similar to your actual population of the study and do not include it in your results of the study.

1

How many cups of coffee or tea do you drink in a day?

Remember your objectives in the solution.

- What does this question call? It is a double barreled question.
- Principle: Ask for an answer in only one dimension.
- Solution: Separate the question into two.
 - How many cups of coffee do you drink during a usual day?
 - How many cups of tea do you drink during a usual day?

2

What brand of computer do you own?

- A. IBM PC.
- B. Apple.

If you don't do your literature search you might fall in this mistake.

- Principle: Avoid hidden assumptions. Make sure to accommodate all possible answers.
- Solution:
 - Make each response a separate dichotomous item.
 - a. do you own an IBM PC? Yes or no. (circle)
 - b. Do you own an Apple computer? Yes or no. (circle)
 - Add all possible response categories and allow for multiple responses.
You put on the most commonly used and others then leave a blank.
What brand of computer do you own? (Do not own computer, IBM PC, Apple, Othe with specifying). (circle)

3

Have you had pain in the last week?

- Never Seldom Often Very often

Very good example of analysis

- Principle: Make sure question and answer options match.
- Solution: Reword either question or answer to match.
How often have you had pain in the last week?
 - Never Seldom Often Very often

4

Survey given to teenagers.
Where did you grow up as a child?

- Country.
- Farm.
- City

- Principle: Avoid questions having non-mutually exclusive answers.
- Solution: Design the question with mutually exclusive options (they do not overlap each other).

Where did you grow up as a child?

- House in the countryside.
- Farm house in the countryside.
- Large city neighborhood.
- Small town semi urban/rural.
- Other with specifying.

5

Which one of the following do you think increases a person's chance of having a heart attack the most?

- Smoking.
- Being overweight.
- stress.

All of them are correct and the response is one of them only. so it's wrong.

- Principle: Encourage the respondent to consider each possible response to avoid the uncertainty of whether a missing item may represent either an answer that does not apply or an overlooked item.
- Solution:

Which of the following increases the chance of having a heart attack?

- Smoking: YES, NO, DON'T KNOW.
- Being overweight: YES, NO, DON'T KNOW.
- Stress: YES, NO, DON'T KNOW.

6

Are you against drug abuse? Yes or no. (circle)

Forcing views in the responses.

- Principle: Write questions that will produce variability in the responses.
- Solution: Eliminate the question.

7

1. Do you currently have a life insurance policy? Yes or No. (circle)
2. If no, How much is your annual life insurance premium?
 - Principle: Avoid branching as much as possible to avoid confusing respondent.
 - Solution: If possible, write as one question.
How much did you spend last year for life insurance? (Write 0 if none).

Qualities of the Questions

1. The number of questions should be determined in relevance to the proposed objectives.
2. Avoid irrelevant questions.
3. The questions must be simple, short, inquire about one thing at a time.
4. Avoid sensitive and very personal questions, however, if the topic is of such a nature, leave them to the end.
5. Avoid leading questions.
6. Arrange questions in an orderly manner.
7. Questions relating to the same issue should be kept together.
8. Avoid technical terms.
9. Use local language of community.

Validity and Reliability



Reliable
Not Valid



Low Reliability
Low Validity



Not Reliable
Not Valid



Reliable
Valid

Some Common Mistakes

Main Mistakes (Q1)

1. **Personal information, such as income, should always be kept until the end of the interview.**
2. **Use of pre-coded income categories.**

- 1. less than 4000
- 2. 4000 - 7999
- 3. 8000-13999
- 4. 14000 or above
- 77. Refused
- 99. Don't know



Categorical Variable
(Ordinal)

- For continuous variables like **age, height, weight, etc.** avoid using pre-coded options!

Main Mistakes (Q2)

Use simple, clear language.

"fitness and recreation opportunities", or "sports and fitness activities"

- 1. Yes
- 2. No
- 77. Refused
- 99. Don't know



Categorical Variable
(Nominal)

Main Mistakes (Q3)

1. **Avoid asking "aided awareness" questions.**
2. **Keep questions short.**

Q3. Have you recently seen, read, or heard anything about fitness and recreation programs in your community?

- 1. Yes
- 2. No
- 77. Refused
- 99. Don't know

Some Common Mistakes

Main Mistakes (Q4)

Don't ask two different questions and give one response category, Divide into two questions.

- Are you currently a member of a gym or fitness club?
 - 1. Yes
 - 2. No
 - 77. Refused
 - 99. Don't know



Categorical Variable
(Nominal)

- Do you participate in any regular physical fitness program?
 - 1. Yes
 - 2. No
 - 77. Refused
 - 99. Don't know

Main Mistakes (Q5)

Use skip pattern if necessary.

Q.4 Are you currently a member of a gym or fitness club?

- 1. Yes
- 2. No
- 77. Refused
- 99. Don't know



Go to Question 6

Q.5 Please tell me what regular physical activity you participate in.

Open-Ended
Question

Some Common Mistakes

Main Mistakes (Q6)

1. **Keep related questions together.**
2. **Don't use abbreviations (PSA – public service announcement).**

Q.6 Where did you read, see, or hear this information?

- 1. Radio
- 2. TV
- 3. Weekly Newspaper
- 4. Daily Newspaper
- 77. Refused
- 99. Don't know



Categorical Variable
(Nominal)

Main Mistakes (Q7)

1. **Don't ask two different questions and give one response category.**
2. **Use the same format for the whole questionnaire.**

Q.7 How would you rate the quality of the PSA(s) that you saw or heard?

- 1. Excellent
- 2. Good
- 3. Fair
- 4. Poor
- 5. Terrible
- 77. Refused
- 99. Don't know



Categorical Variable
(Ordinal)

Main Mistakes (Q8)

1. **Use simple, common language.**
2. **Record the "action" in a more objective, direct manner.**

Q.7 Would you say that after seeing the advertisement in the media you started participating in local physical activity programs more frequently than before?

- 1. Yes
- 2. No
- 77. Refused
- 99. Don't know

Close-Ended
Question

Some Common Mistakes

Main Mistakes (Q9)

1. **Don't use leading questions**
2. **Keep related questions together**
 - What do you recall about the information that you read, saw, or heard?

Open-Ended
Question

Main Mistakes (Q10)

1. **The introduction tells that the information they give is confidential. Asking for personal information after ensuring confidentiality needs to be explained clearly, and the respondent reassured that their name will not be associated with their responses.**
2. **The best way to do so is to state why you are asking, and then give them the option to provide the information, otherwise it can lead to some hostility.**

Some Questionnaire Formats

#	Question	Coding	Answer
1)	What is your age?	1. 15-16 2. 17-18 3. 19-20 4. >21	
2)	Marital status?	1. Single 2. Married 3. Engaged 4. Separated 5. Widowed 6. Others	
3)	Which country do you come from?	1. Saudi Arabia 2. Egypt 3. Syria 4. India 5. Others	
4)	Which city do you come from?	1. Riyadh 2. Jeddah 3. Damman 4. Eastern region 5. Others	

INVESTOR PROFILE QUESTIONNAIRE

For expedited processing, please fax completed form to Saratoga at 623.266.4566

Broker Name: _____
Firm: _____
Phone: _____ Date: _____
Client Name: _____

1. What is the approximate value of your total investment assets including CDs, bank accounts, mutual funds and other securities?
2. Of your total investment assets above, what dollar amount is currently available for investment?
3. If you are filling this questionnaire out for an IRA or other retirement plan, please indicate what type:
 Traditional Rollover Roth Simple SEP

Please answer the following 7 questions with regard to only the assets currently available for investment:

1. In how many years do you expect to need access to your funds? For example, if you are using the funds toward your retirement, in how many years do you plan to retire?
 1 to less than 3 years
 3 to less than 5 years
 5 years or more

2. Do you wish to receive current income (interest plus dividends) of more than 3% per year from your portfolio?
 Yes No

3. Please describe your attitude toward the investment of this portfolio by circling the most appropriate number below. The higher the number indicated, the more aggressive you consider yourself to be.

1	2	3	4	5	6	7	8	9
More Conservative					More Aggressive			

4. Please select the most accurate description of your primary investment objective for this portfolio.

A. Income: primary objective is current income with an emphasis on safety of principle.
 B. Income with Growth: primary objective is current income with some growth of capital.
 C. Growth and Income: primary objective is balanced between current income and growth of capital.
 D. Growth: primary objective is growth of capital with some current income.
 E. Maximum Growth: primary objective is growth of capital without regard to current income.

5. Please select the hypothetical portfolio with the five-year investment performance that best reflects your preference for your portfolio.

Year	1	2	3	4	5	5 Yr. Avg.
A.	+3%	+11%	+8%	-1%	+9%	+6%
B.	-3%	+19%	+16%	-5%	+13%	+8%
C.	-12%	+24%	+27%	-8%	+19%	+10%

Your level of comfort with various investment returns is important. Historically, the more volatile the portfolio (a greater range of potential returns), the higher the average return has been. Of course, there is no assurance that this will remain true in the future. Therefore, you must balance your investment goals with your tolerance for risk and ability to accept and sustain a loss. Please remember that the table shown above is a hypothetical illustration of various potential annual returns. It does not represent in any way the past or future performance of any investment program or portfolio.

6. If our evaluation suggests that investments in equity sectors such as Health & Biotechnology, Technology & Communications, Financial Services and Energy & Basic Materials are suitable for your portfolio, do you wish to have a portion of your assets invested in these markets?
 Yes No

7. For your fixed income investments, please indicate below whether you wish to primarily use taxable or federally non-taxable (municipal) securities. If you prefer instead to invest primarily in equity portfolios, leave the Taxable and Federally Non-taxable boxes blank and select the Primary Equities Only box below.

Taxable Federally Non-taxable
 Primary Equities Only

Client Signature: _____
(if absent in present)

PROBLEM BEHAVIOR QUESTIONNAIRE

Respondent Information

Student _____ DOB _____ Grade _____ Sex: M F IEP: Y N
Teacher _____ School _____
Telephone _____ Date _____

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Source: Lewis, Scott, and Sugai (1997)