**INFORMATION SYSTEMS SERVICES**

Guide to the Design of Questionnaires

*A general introduction to the design of questionnaires for survey research.*

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# Contents

**Format Conventions**

In this document the following format conventions are used:

| Commands that you must type in are shown in **bold Courier** font. | `WIN31` |
|---|---|
| Menu items are given in a **Bold, Arial** font. | **Windows Applications** |
| Keys that you press are enclosed in angle brackets. | **<Enter>** |

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# 1  Introduction

## About This Document

This document is designed for students and novice researchers intending to carry out a questionnaire survey. Because surveys of any kind are expensive and time-consuming to conduct, it is important that the data analysis is as extensive and well prepared for as possible. The strength of the analysis depends on good quality data that in turn stems from good design of the data collection instrument, i.e. the questionnaire, and of the collection procedures.

This document provides a compilation of do's and don'ts for good questionnaire design that will, if followed, make data analysis easier and faster than otherwise. The survey process is outlined to place questionnaire design in context. Also covered in this document are a number of ways in which the computer fits into various elements of the overall survey process.

## Surveys

The basic process of survey research can be outlined as follows:
1. define your research aims
2. identify the population and sample
3. decide how to collect replies
4. design your questionnaire
5. run a pilot survey
6. carry out the main survey
7. analyse the data

A crucial part of good research design concerns making sure that the questionnaire design addresses the needs of the research. To put this another way; somehow we need to ensure that the questions asked are the right ones. To move from the research aims (1) to deciding what are the right questions to put on a questionnaire (4) is a key aspect that needs to be addressed by the researcher. This document makes some comments about this important area but does mainly concentrate on the mechanics of designing the questionnaire.

Unfortunately too many researchers complete the data collection (6) before they have given sufficient thought to the data analysis (7). This can lead to inadequate data and inadequate inferences from the data, and can disappoint and frustrate the researcher. Ideally the method of analysis should be known, and it should inform the preceding stages of the research. The statistical software to be used in the analysis is certainly an important consideration at the questionnaire design stage; however, many of the relevant packages have common needs that are addressed in this handout. Information Systems Services supports a range of statistical packages including SAS, Minitab and SPSS, and they can advise on the best program for your requirements.

Comments are made in the following sections on each of the seven steps listed above, but with the emphasis on point 4 in this sequence. An additional concern of this document is using the computer to support the process. The computer will normally save you time and should result in

greater accuracy and lower probability of many kinds of errors.  If you use the computer on a task for the first time then some extra time may be needed to complete it but you will then have gained an important new skill.

The computer can be used to help in a variety of ways. Some activities are:

- Designing and constructing the questionnaire (step 4)
- Identifying and keeping track of respondents (6)
- Delivering the questionnaire (6)
- Data entry and analysis (7)

# 2    Define Your Research Aims

Start your survey by setting down the aims for the survey.  To define the aims for academic, as opposed to market, research you will need to review the relevant literature and you may need to do some preliminary research amongst your target subjects.  Fulfilling these aims should then drive the design of your questionnaire and help select questions that are relevant, concise and efficient.

Most researchers make the mistake of asking too many questions.  This often arises from an incomplete analysis of how to meet the survey aims.  Your greatest enemy in survey research may well be poor response rate.  Clear and concise questionnaires can help get the best response.

# 3 Identify the Population and Sample

The *population* is simply all the members of the group that you are interested in. A *sample* is a sub-set of the population that is usually chosen because to access all members of the population is prohibitive in time, money and other resources. A key issue in choosing the sample relates to whether the members you have chosen are representative of the population. Often the sample is chosen randomly from a list that contains all the members of the population; such a list is called a *sampling frame*. Some methods of selecting samples, e.g. quota sampling, do not require a sampling frame.

To determine the sample size it is usual to work back from how many responses (completed questionnaires) are required for the analysis. One rough and ready rule is to look for about 20-30 responses in each of the major sub-categories of the sample. For example, if a key aspect of your research is to compare male and female then you should look for about 30 males and 30 females in your responses. This number then needs modifying by the anticipated response rate to determine the target sample size. It is quite common for survey response rates to be around 20%, which means sending out five times as many questionnaires as you want returning. For the example above this would mean 300 questionnaires to obtain 60 responses.

# 4    Decide How to Collect Replies

Decide whether the survey is to be completed by the respondent directly or through an interviewer, and design the questionnaire, and any other documents, accordingly. It is important in both circumstances to explain to the potential respondent why you believe they should answer the questions, doing so persuasively can improve response rate. Where the questionnaire is administered by post, or e-mail or some other indirect means, it is usual practice to provide a letter that explains what the questionnaire is about and why its completion is of value.

## Structured Interview Schedules

This document mainly gives advice on the construction of questionnaires for direct reply; the structured interview questionnaire can be dealt with in a similar but slightly different way. For example, questions asked orally are usually phrased differently from those written down and it is important to include detailed conversational text when an interview is conducted face to face or by telephone.

## Self-Administered Questionnaires

Relying on the respondent to complete the questionnaire has some clear implications for design. Respondents are more likely to commit to answer a questionnaire when they see it as interesting, of value, short, clearly thought through, and well presented. However, even though respondents might start to fill in the questionnaire they may give up if they find it hard work to complete. Inducements to complete surveys can be used, e.g. offering a report of the survey findings to respondents or entry in a prize draw.

It is good practice to send questionnaires to an identified individual and not simply to, for example, "the Managing Director" or "the Personnel Manager". It is a good idea to get a 'foot in the door' by asking each potential subject to complete a very short pro-forma, confirming a few essential details, including name and address. You will get a higher response from this first approach; this could be done by telephone and then followed up with a full questionnaire by post. Introductory letters, reply paid envelopes and follow-up telephone calls also help to raise the response rate for self-administered questionnaires.

Questionnaires can be delivered to the respondent by various means including post, e-mail attachments or via publishing on a web site for interactive completion.

# 5 Questionnaire Design

Design of the questionnaire can be split in to three elements:

a)  determine the questions to be asked,

b)  select the question type for each question and specify the wording, and

c)  design the question sequence and overall questionnaire layout.

Available software tends to focus on support for (b) and (c).

## Determine the Questions to be Asked

This step is a key one that seems not to be sufficiently stressed in the literature or conducted in practice. A key link needs to be established between the research aims and the individual questions via the research issues. Issues and questions can be determined through a combined process of exploring the literature and thinking creatively. A simple illustration of the outcome of such a process is given below.

Survey aims: to explore the factors that might explain the reasons that Leeds University candidates give for undertaking a MBA programme:

| Issue: | Question focus: |
|---|---|
| What reasons might candidates give for undertaking an MBA? | Is the candidate looking for: career change career advancement higher remuneration etc. |
| Could past experience affect the reasons? | How many years work experience does candidate have? |
| Could gender differences affect the reasons? | Is the candidate male or female? |
| Could educational background and attainment affect the reasons? | What is highest educational qualification obtained? What subject area(s) is this qualification in? |
| Etc. | Etc. |

The above process generates the focus for individual questions that can then be designed in detail.

## Decide on a Layout and Sequence

Do not clutter the form up with unnecessary headings, and numbers. However, it is good practice to ensure that the questionnaire has a title and that the revision or date of the version is printed on the questionnaire. (This will particularly help as you take the draft through a series of revisions.) A brief introductory statement is useful, especially if the introductory letter could go adrift. Contact and return information should be included on the questionnaire, irrespective of whether addressed return envelopes are provided; these can easily become separated. Similarly it is good practice to number or otherwise identify individual questions for reference purposes; this is particularly helpful to deal with queries during the data entry and analysis stage.

Lay out the questions and answer choices attractively and neatly. Try to be consistent in aspects such as wording and try to standardise by using as few question types as possible. Avoid switching between landscape and portrait for the text layout. Be careful not to overfill the page. Avoid using lots of lines, borders and boxes since these can make the page look too 'dense'. A key factor that affects the response rate is the length of the questionnaire; questionnaires perceived as long will deter respondents. Using a small font can cut down the number of pages and hence make the questionnaire look shorter; but remember that small fonts can put people off – particularly those with less than perfect eyesight. Use a good legible font; a serif font like Times is easier to read than a sanserif one like Helvetica. Make good use of italics and bold types: think of using italics consistently to give instructions, e.g. *tick the relevant box*. Consider using bold for the questions themselves or for headings. Symbol fonts can be useful for characters such as ❑✔

If you are relying on the respondent to complete the questionnaire, begin with questions that will raise interest. However, there are different views on sequencing of questions. For example, someone might argue that the easier questions to answer should be at the beginning to get the respondent in to the swing of things. However, someone else might suggest that questions about personal data, which are easy to answer, should be left until the end when the respondent has committed themselves to answering and they are less likely to object to giving such data. Whatever approach you choose you should try to have a logical sequence, e.g. group together all questions that relate to similar areas.

You should try to keep the flow through a questionnaire logical and very simple, i.e. avoid complex branching. Although some questions may be consequent upon earlier answers, keep the number of branches to the minimum. If necessary, use two or three versions of the questionnaire for respondents in different situations.

# Question Types

Different types of questions can be used, e.g. open vs. closed, single vs. multiple responses, ranking, and rating.

## Open vs. Closed Questions

Many advise against using open-ended questions and advocate using closed questions.  However, open questions can be useful.  For example, the open question:

**What do you think are the reasons for football hooliganism?**

would elicit a whole range of replies of varying length and articulation.  If you are interested in making very precise judgements of each individual respondent this may well be useful.  If, however, you are concerned, as most surveys are, in summarising replies to produce a picture of your population, a better approach may be …

**Do you think football hooliganism is caused by:** *(tick if appropriate)*

Lack of discipline at home ☐

Players' behaviour on pitch ☐

Family breakdown ☐

Youth unemployment ☐

Poor schooling ☐

Violence on T.V. ☐

Other (please specify) ☐

Plan to make your categories exhaustive, i.e. covering all possibilities, by making fairly broad suggestions that will still satisfy your objectives. However, you could include the catch-all type option (Other) as above.

If you still feel that your questions cannot be categorised until all the replies are returned then ensure that sufficient space is included for the question and leave a space in the margin to code a numeric response.

**e.g.    What was the main problem you encountered with your wheelchair?**

## Single vs. Multiple Response

When designing questions make sure you have thought through whether you want the respondent to give a single or a multiple response. For example, if you ask the question:
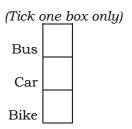
**Which of the following means do you use to travel to college?**

Bus ☐

Car ☐

Bike ☐

You might get someone who thinks that only one box should be ticked while another respondent might believe they are at liberty to tick as many boxes as they like. If you intend that the respondent treat these as a series of independent dichotomous yes/no questions then the question could be clarified by inserting the text "tick all boxes that apply". Note that treating the question in this way would require three separate variables to be set up on the computer and for each variable coding might be 0 for no and 1 for yes.

Consider the following question:

**What is your <u>most usual</u> means of travelling to college?**

*(Tick one box only)*

Bus ☐

Car ☐

Bike ☐

The above should elicit one response, i.e. the answers form mutually exclusive categories. For the computer the above would be coded as one variable with Bus represented by 1, Car by 2 and Bike by 3. If the respondent omitted to answer then this could be coded as 0 or some other missing value. However, note the problem with both the above questions if someone travels by train or just walks. Either all the possibilities have to be anticipated in advance or an additional box has to be offered for the respondent to tick and specify the mode of transport.

**Never** be tempted to use the following structure:

**Select up to three of the options below and
enter in the boxes opposite**

Option A          Option B          Option C

Option D          Option E          Option F          ☐☐☐

Whilst this may be logically sound you will have problems when summarising these results. A very tedious and finally unsatisfactory search is required to determine how any given option performs.

## Ranked Responses

Sometimes it is useful for the respondent to rank a set of options by numbering them in order from 1 to the maximum number you are interested in.

For example, to a question like:

**Place in order of importance to you the following features of a camping holiday**
*(Indicate by numbering from 1-4 in order where 1 is the most important)*

| | |
|---:|---|
| Open air | |
| Mobility | |
| Cost | |
| People | |
| Atmosphere | |

Note that each option will need to be coded as a separate variable and in the above case five variables are required (even though only four ranks are to be identified). This approach can generate a lot of data and so the number of options used should not be excessive. Apart from this respondents find it difficult to discriminate meaningfully between lots of options.

## Rated Responses

A popular approach in the social sciences is to use Likert scales such as the example below:

*(Circle the number under the initials that applies.*
*VI=Very important; I=Important; N=Neutral; U=Unimportant;*
*VU=Very Unimportant).*

**Indicate your view of the following aspects of a camping holiday**

| | VI | I | N | U | VU |
|---|---|---|---|---|---|
| Community life | 1 | 2 | 3 | 4 | 5 |
| Low cost | 1 | 2 | 3 | 4 | 5 |
| Outdoor life | 1 | 2 | 3 | 4 | 5 |
| Ability to move around | 1 | 2 | 3 | 4 | 5 |

Note that each of the four rows will form a separate variable that contains the appropriate numeric code from 1 to 5.

# Decide on Question Wording

Some general rules can be stated on question wording:

- Be concise and unambiguous
- Avoid double questions
- Avoid questions involving negatives
- Ask for precise answers
- Avoid leading questions

## Be Concise and Unambiguous

Make questions brief and clear. Avoid jargon; e.g. asking "do you believe that the UK should have upper and lower houses of parliament?" is more likely to elicit an informed response than "do you believe that the UK should have a bicameral parliament?"

Check for ambiguity and make sure that the answer may be competently answered. E.g. asking "have you been to the cinema recently" is more ambiguous than "have you been to the cinema in the last two weeks?"

## Avoid Double Questions

Sometimes questions hide a dual question, for example:

**Do you think the British should eat less and exercise more?**

instead ask:

*(Please circle relevant number)*

|  | Yes | No |
|---|---|---|
| Do you think the British should eat less | 1 | 2 |
| Do you think the British should exercise more | 1 | 2 |

Notice the consistent use of circled number responses for Yes/No questions.

## Avoid Questions Involving Negatives

Don't confuse the respondent by language like this:

(*Please circle relevant number*)

|  | Yes | No |
|---|---|---|
| **Are you against a ban on smoking** | 1 | 2 |

## Ask for Precise Answers

Ask for precise answers if you think the information is available and there are no other constraints (e.g. too intrusive on privacy).  For example:

**Give your age on 1st September 2001** ☐☐ years

is preferable to:

**Are you...**

Under 18 ☐

18-65 ☐

Over 65 ☐

In this example although age groups may be all that is required, asking for the exact age will also suffice and have the added advantages that:
- There is less room for error, i.e. ticking the wrong box.
- Exact ages may very simply be recoded, by a computer program, into groups.
- The researcher can alter these groups by keeping the exact ages.  Not only could you inspect different age groups than at first envisaged, but you could backdate your age groups.
- You can obtain continuous descriptive statistics, e.g. mean and standard deviation.

Using a computer you can transform dates of birth into ages as long as you have the date on which the information was given.   Of course an obvious advantage of offering groups to the respondent is that it can reduce the time taken to complete the question or, in some cases, improve the response rate to that particular question.

## Avoid Leading Questions

Leading questions such as "Do you agree with the majority of people that the health service is failing?" should be avoided for obvious reasons that any right-minded individual can see.  Don't you agree?

## Using the Computer to Design and Construct the Questionnaire

Standard applications, such as a word-processing package, can help in designing and producing professional-quality questionnaires. However, specific packages are available that support the design (and subsequent analysis) of questionnaires, e.g.

- Snap by Mercator

- SphinxSurvey by Scolari (Sage)

- Merlin Software by Merlinco

In fact there is a wide range of products and services available, many via the Internet. A good list of what is available can be obtained from www.yahoo.com on their pages: Business and Economy > Companies> Computers> Business to Business> Software> Surveys and Polling

Some further web resources that also have lists of available software are listed later in the references section. Apart from design software that you can buy to run on your computer, some companies offer software and services for free; but these are often tied to the company's proprietary data entry and analysis processes that you must pay to use. This is particularly the case where companies host the questionnaire on their web site for respondents to fill on-line. Notwithstanding these comments, such packages may also enable survey data to be imported and exported in SPSS and other file formats, e.g. survey interchange standard. If you can pay, companies will provide a full service from design through to analysis.

For the adventurous or the adept HTML author, a questionnaire can be built using HTML and CGI script to publish on a website (see e.g. chapter 11 on forms in Castro, 2000).

## Confidentiality and Ethics

Firstly allow for privacy and do not ask questions which may offend, or ask for data that is not essential. Apart from anything else, your response rate will suffer.

Secondly, especially if you need to ask some personally searching questions, it helps to explain as much as you are able about your research to the respondent, both at the beginning and throughout the questionnaire.

For example having asked most of your general questions you might at the end write:

> **Finally could you give us a few bits of information about yourself so that we can put your other replies in greater context.**
>
> **Age in years** ☐☐
>
> **Sex:** Male ☐
> Female ☐

and so on.

In surveys promises of confidentiality are often made to the respondents to reassure and encourage replies. The researcher should comply with any such promises. However, it might help to explain to the potential respondent what is meant rather than give a blanket assurance of confidentiality, e.g. "your responses will be treated with confidence and at all times data will presented in such a way that your identity cannot be connected with specific published data". This is still compatible with publishing, with respondents' permissions, a list of participants who have co-operated in the survey.

In connection with issues of privacy researchers should be aware that the Data Protection and Human Rights legislation has implications for privacy and confidentiality of survey data. For example, researchers should only use data for the purposes that were declared on the questionnaire. Where the data is particularly sensitive or substantial you may want to include a statement in the questionnaire granting permission for the data to be used in connection with the research and ask respondents to sign. Apart from the legal issues, it is unethical to obtain data from respondents by misleading them about the survey purpose and the method of analysis.

# 6 Run a Pilot Survey

Test the questionnaire on a small sample of your subjects first. If this is not possible, at least test it on some colleagues or friends. The aim here is to detect any flaws in your questioning and correct these prior to the main survey. The piloting may enable you to convert an open-ended question in to a closed question by determining the range of possible answers. You may also be able to perform a trial analysis on your pilot sample and hence test out all your analysis procedures.

Having done your pilot survey, you can make amendments that will help to maximise your response rate and minimise your error rate on answers.

# 7　Carry Out the Main Survey

## Identify Respondents and Keep Track of Status

Computer databases are available that enable you to pinpoint particular types of organisations and individuals.  Sometimes it is worthwhile to pay a list-broker to provide a specific list (sampling frame).  A simple database is useful to keep track of when questionnaires were sent out and to whom. This can be updated with details of follow-up contact and dates of reminders.

## Number Each Questionnaire

Each individual questionnaire must be uniquely identified by you, preferably before it is distributed or, to preserve anonymity, afterwards.  This identification could be via a number, or letters and numbers, e.g. if you want to use area codes as part of an identifier.  This code should be transferred to all the computer records that will be produced from your questionnaire.  The unique code enables you to match computer records with completed questionnaire form and thus allows you to check queries back to individuals.

## Deliver the Questionnaire

Here you follow through on the decisions made earlier about how the questionnaires should be administered and who the recipient should be.  Deadlines for distribution should have been decided earlier with allowances for sending out reminders or carrying out follow up calls.

# 8    Analyse the Data

A precursor to analysis is the coding, entry and checking of data.  Some comments were made earlier about the statistical analysis packages that are available (e.g. SAS, Minitab and SPSS).  In all instances data can either be entered direct or imported from other packages such as Excel, provided the instructions for the receiving package are adhered to.  In all cases a similar approach is used for coding and formatting data.

Usually the data is help on the computer in a rectangular data table where each row represents a 'case', i.e. a specific respondent and their data.  Each column represents a specific variable, i.e. the data for that variable for all respondents.  Note that a question on the questionnaire may require more than one variable to specify the data collected by that question.

A variable will have a unique title and a specific level of measurement.  The measurement level of a variable is important because it determines the type of analysis that can be undertaken.  In ascending order of sophistication these levels are:

Nominal, Ordinal, Interval and Ratio

(Note in SPSS the Inteval and Ratio levels are grouped together and called scale.)

For ease of data handling and analysis the values that variables can take are usually designated by numeric codes, even when the variable is a nominal one.  For example, gender can take the value male or female, but would usually be coded O and 1 (or 1 and 0) for ease of handling.  Putting these data entry codes on the distributed questionnaire can help at data entry time, but obviously has the downside of putting numbers on the questionnaire that are of no relevance to the respondent and therefore could make the questionnaire look messier than it needs to.

Analysis packages usually make arrangements for missing values to be coded automatically; if they do not, this will have to be specifically taken care of when entering data.

# 9    References

**Books**

Bynner, J. and Stribley, K.M. (eds.) (1978) *Social Research: Principles and Procedures*, Longman/ Open University Press.

Castro, E. (2000) *HTML for the World Wide Web*, Peachpit Press.

Foddy, W. (1994) *Constructing Questions for Interviews and Questionnaires*, Cambridge University Press.

Oppenheim, A.N. (1968) *Questionnaire Design and Attitude Measurement*, Heinemann.

Sharp, J.A. and Howard, K. (1998) *The Management of a Student Research Project*, Gower.

de Vaus, D.A. (1990) *Surveys in Social Research*, Unwin Hyman.


**Web-sites**

| | |
|---|---|
| Questionnaire Design and Surveys Sampling | http://obelia.jde.aca.mmu.ac.uk/resdesgn/arsham/opre330Surveys.htm |
| Summary of Survey Analysis Software | http://www.fas.harvard.edu/~stats/survey-soft/survey-soft.html |
| American Statistical Association | http://www.amstat.org/ |
| Association for Survey Computing | http://www.asc.org.uk/ |
| The World-Wide Web Virtual Library: Statistics | http://www.stat.ufl.edu/vlib/statistics.html |
| Statsoft Electronic Textbook | http://www.statsoft.com/textbook/stathome.html |
| Research Methods Knowledge Base | http://trochim.human.cornell.edu/KB/contents.htm |

# Appendix 1    Examples of Question Design

A number of examples of ways of designing questions are given here.  For the sake of clarity try to standardise on no more than two or three of these types in any given questionnaire.

## Type A     Numerical Responses

In this approach a number is entered in a box opposite the question. Positions for individual digits could be marked out in the box.  Some numbers might be fixed length and a digit is expected to occur in each position.  In the example below the boat number is a three digit number.

**Record of Trial by Coxed Four**

**Boat number** ☐☐☐

**Weight, to nearest kilogram, of...**

Bow ☐☐ Kg
No 3 ☐☐ Kg
No2 ☐☐ Kg
Stroke ☐☐ Kg
Cox ☐☐ Kg

**Time over course** ☐☐ mins ☐☐ secs

**Wind speed** ☐☐☐ kph

## Type B    Ticks in Brackets

In this example the respondent is only expected to tick one reply.  The tick has to be transformed into a pre-coded numeric response; in this case the process is aided by displaying the coding on the printed questionnaire.

**Where did you spend your August bank holiday?**

*(please tick one answer)*

| | | |
|---:|:---:|:---|
| At home | ( ) | 1 |
| East Midlands/East Coast | ( ) | 2 |
| Elsewhere in Britain | ( ) | 3 |
| Ireland (including N.I.) | ( ) | 4 |
| elsewhere | ( ) | 5 |

## Type C    Ticks in Boxes

**For your last weekend break, did you stay**

*(please tick one answer)*

| | | |
|---:|:---:|:---|
| In a hotel | ☐ | 1 |
| At the home of relatives or friends | ☐ | 2 |
| Camping or Youth Hostelling | ☐ | 3 |
| In a holiday flat/cottage/boat | ☐ | 4 |
| At a Holiday camp | ☐ | 5 |
| None of the above (please specify below) | ☐ | 6 |

## Type D     Circled Numbers

By allowing the respondent to ring digits opposite answers, the coding is integrated into the question.

**Please circle the number opposite the one reply that most exactly applies to you.**

| | | |
|---|---|---|
| **Are you...** | Single | 1 |
| | Married | 2 |
| | Divorced/Separated | 3 |
| | Widowed | 4 |

**Indicate your view of the following aspect of housing in relation to your own needs.**

*(For each of the four items please circle the number that is appropriate under one of the five categories which applies VI - very important, IM - important, NO - no strong view, HA-handicap, GH - great handicap)*

| | VI | IM | NO | HA | GH |
|---|---|---|---|---|---|
| Personal responsibility for repairs | 1 | 2 | 3 | 4 | 5 |
| High financial investment | 1 | 2 | 3 | 4 | 5 |
| Private garden | 1 | 2 | 3 | 4 | 5 |
| Within a close community | 1 | 2 | 3 | 4 | 5 |

## Type E     The Open-ended Question

Remember these questions can often be avoided by using a pilot survey.

**What is your main objection to playing rugby?**

# Appendix 2  Examples of Questionnaires

A number of typical questionnaires are included in this Appendix, including:

- Job Survey Questionnaire

- Personality Assessment Questionnaire

- Questionnaire on Study on Modern Methods of Documentation and Library Work

All of these questionnaires were produced using the Word For Windows word processing package.

## Job Survey

Case number

This questionnaire is designed to find out a few things about yourself and your job. Please answer the questions truthfully. There are no right or wrong answers.

*(Please fill in the relevant box or circle a number)*

1. **To which of the following racial or ethnic groups do you belong?**

| | |
|---|---|
| White | 1 |
| Asian | 2 |
| West Indian | 3 |
| African | 4 |
| Other | 5 |

2. **Are you male or female?**

| | |
|---|---|
| Male | 1 |
| Female | 2 |

3. **What is your current annual income in £'s before tax and other deductions?**

£

4. **What is your date of birth?**

dd  mm  yy

5. **What year did you join this firm?**

6. **Did you attend the firm's meeting this month?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

## Personality Assessment

Case number

|  | **Strongly Agree** |  |  |  | **Strongly Disagree** |
|---|---|---|---|---|---|
| I constantly worry about what other people think of me. | 1 | 2 | 3 | 4 | 5 |
| I often feel pressured, by peers, into doing things I do not want to do. | 1 | 2 | 3 | 4 | 5 |
| I feel there is a constant pressure on me to be popular. | 1 | 2 | 3 | 4 | 5 |
| I am not frightened of acting independently from the crowd. | 1 | 2 | 3 | 4 | 5 |
| I feel threatened in a large group. | 1 | 2 | 3 | 4 | 5 |
| I worry about being different from everyone else. | 1 | 2 | 3 | 4 | 5 |
| I feel pressured by others to chat up members of the opposite sex. | 1 | 2 | 3 | 4 | 5 |
| I feel I am easily influenced by the behaviour of my friends. | 1 | 2 | 3 | 4 | 5 |
| I feel pressurised into consuming alcohol. | 1 | 2 | 3 | 4 | 5 |
| I feel free to be myself whilst socialising with a group. | 1 | 2 | 3 | 4 | 5 |
| My work is disrupted due to the influence of friends. | 1 | 2 | 3 | 4 | 5 |
| I am influenced by the views and attitudes held by my friends. | 1 | 2 | 3 | 4 | 5 |

*Note to Researcher: We can use the computer to reverse the polarity of any of the above questions. i.e. 1 2 3 4 5 becomes 5 4 3 2 1.*

# Study on Modern Methods of Documentation and Library Work

Case number

**When did you last use the documentation centre/library?**

*Circle the appropriate number*

| | |
|---|---|
| yesterday | 1 |
| last week | 2 |
| last month | 3 |
| last year | 4 |
| never | 5 |

**Did you use one or more of these?**

*Tick one or more boxes*

| | |
|---|---|
| newspapers | |
| books | |
| periodicals | |
| law reports | |
| official publication | |
| other reports | |
| other (*please specify*) | |

| | |
|---|---|
| none of these | |

**For the purposes of your work were these:**

*Circle the appropriate number*

| | |
|---|---|
| very important | 1 |
| fairly important | 2 |
| not very important | 3 |
| of no direct importance | 4 |

**Were any of the above published?**

| | |
|---|---|
| 1976 - 1980 | ☐ |
| 1966 - 1975 | ☐ |
| 1956 - 1965 | ☐ |
| 1946 - 1955 | ☐ |
| 1945 or earlier | ☐ |

**Did you consult the catalogue?**

*Tick one or more boxes*

| | |
|---|---|
| author | ☐ |
| title | ☐ |
| subject | ☐ |
| shelf index | ☐ |
| none of these | ☐ |

**Did you consult the staff?**

*Circle the appropriate*

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**Did you ask for material from the stack (i.e. not available directly in the reading rooms)?**

*Tick any of the appropriate boxes*

| | |
|---|---|
| newspaper(s) | ☐ |
| book(s) | ☐ |
| periodical(s) | ☐ |
| law report(s) | ☐ |
| official publication(s) | ☐ |
| report(s) (other than law) | ☐ |

**Did you use:**

reference book(s)
(e.g. dictionary, encyclopaedia)

bibliography(ies)

**Please state how often you use the following:**

*Please circle the numbers as appropriate*

|  | Very often | Often | Occasionally | Never |
|---|---|---|---|---|
| Newspapers | 1 | 2 | 3 | 4 |
| Books | 1 | 2 | 3 | 4 |
| Periodicals | 1 | 2 | 3 | 4 |
| Law reports | 1 | 2 | 3 | 4 |
| Official publications | 1 | 2 | 3 | 4 |
| Other reports | 1 | 2 | 3 | 4 |