Survey Research


| Introduction | The chapter includes a short discussion <br> ondary analysis, the analysis of survey |
| :---: | :---: |
| Surveys are a very old research technique. In the Old Testament, for example, we find the following | lected by someone else. This use of surve $y$ |
|  | dents and others with scarce research funds. <br> Let's begin by looking at the kinds of topics that researchers can appropriately study by using surve research. |
|  | Topics Appropriate for Survey Research |
| A little-known survey was attempted among French workers in 1880. A German political sociologist mailed some 25,000 questionnaires to workers to determine the extent of their exploitation by employers. The rather lengthy questionnair included items such as these: | Surveys may be used for descriptive, explanatory, and exploratory purposes. They are chiefly used in studies that have individual people as the units of analysis. Although this method can be used for other units of analysis, such as groups or interactions, some individual persons must serve |
| Does your employer or his representative resort <br> to trickery in order to defraud you of a part of <br> If you are paid piece rates, is the quality of the artide made a pretexx for fraudulent deduc tions from your wages? | as respondents or informants. Thus, we could undertake a survey in which divorces were the the survey questionnaire to the participants in the divorces (or to some other respondents) Survey research is probably the best method available to the social researcher who is interested |
|  |  |
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| Today, surve research is a frequenly used | of the lager population and carctuly c constructed |
| mode of obseration in the sooil sisines. Ina | standardized quectionnaires provide data in the same form frum al rexpondens. |
|  | ver |
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| options for administering it so that respondents answer your questions adequately. | examples of this use. Indeed, polls have become so prevalent that at times the public seems unsure |
|  |  |
| vides data for | polls often tell voters not to trust the polls). Bu |

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 100,.000 questionnaires hrough various organiza-
tions, and a round 4,500 were returned tions, and a around 4.500 wer returned
Now4 4.500 and 1 10.000 are
arge numbers in





 make housands of dolars a acck right here in
pour own home? 0 Or you may have been tody you
 maiketers try top pry on the general coxpera






 Choose Appropria Lets skgin wilh sonce of the eptions availble
you in creating questionairs. Thescs option

Questions and Statements
 tesercher is is inerested in ideterminings the externt 6which respondens hold a particular antitude







 apen-ended quesions
 Open-Ended and Closed-Ended Question:





 | used in survecr recerath |
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| In the a a ofe of losed |

 anis prowed by he researder. Closed.ended becauss they provide a greater unitomitity of re-
sponses and are more casily proxesedsed than oppl




 tions lies in the researders structuring of re.
sponses. When the recleant answers toa siven Question art relatively dcar, there should be no
problem. In other asess however, hte researchert



|  | ing "Current Population Surve\% or CPS, which |
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| should be guided by two strucural requirements |  |
| First, the re | ng 1 a |
| exhaustive: They should indude all he possible | Burrau means Sunday through Staurday |
| recponses hat might be expected. Often, research | is underaken |
|  |  |
|  | ugh |
|  | Friday. By the same token, whereas the Census |
| than one. In some cases, you may wish tos solicit | hours a weck, the same evaluation studies showed |
| multiple answers, but hesec may crate diffifulis | that some respondents sed the nore traditional |
| in data processing and a alaysis later on., To en | deffiniton of $40 \mathrm{hours} \mathrm{per} \mathrm{weck} .\mathrm{As} \mathrm{a} \mathrm{consecquence}$. |
| that Yuur ategreries are | the $w$ |
| fully considet each combination of catgories, | modifced in 1994 to specify the Census Buraus |
| asking yourself whechera person could reaso | definitions. |
|  | ilaty, |
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| technique is not a satisfactory substitute for a | many respondents underst |
|  | Avoid Double-Barreled Questions |
| Make Items Clear | Frequenuly reserchers ask respondens for a |
| g g without saying that questionnaire |  |
|  |  |
| the broad profilicration of undcear and ambigu- | lex |
| ous questions in surveys makes the point wort h mphasizing. We can become so deeply involved | question For example, you might ask respondents to arce or disarree wilh the statement The United |
| in lie topic under examination that pprinions | Lo ayres or diagre win the staiement The |
| perspectives are clearto us but not to our | the money on domestic rrostams- Although |
| tents-many of whom have pid litile or | ny people would unequiveally agree with |
| ntion to the topic. Or, if we have onk | the statement and others wuld uncequivocally |
| dial understanding of the topic we | disagree, still thers would be unale to answer. |
|  |  |
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| peace plan?" may evoke in the responde |  |
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| mnaire iems should be predsese so that the | lanter reppondents could neiher agree nor disagrre |
| is | withour misteading you. Asa general rule, whenevert the word dond |
|  |  |
|  |  |
| One of the most established research projects | question. See "Double-Barreled and Beyond |



Respondents Mus Be Competent to Answer
 do sor eliali, .ly staty of child reaing. you migh
ask repondenst to repport the age a t which they ask reppondenst to repert he he age at which they
first talked back to their parcuss Quite aside flom

irs ocasionally aski herir constituens st in indicate






Guidelines for Axding Questions ${ }^{25}$




## Respondents Must Be

Often, we would ike e el carn things fom peoply

 | seen diff |
| :--- |
| China. |




 Periences, characterisicic, and atatiudes sowar

 Tganization, for cxample, has uscda secerct ballot
 992z) have found that this technique substantial
 This problem is not linited to survey research







Questions Should Be Relevant s.ind

 dity inex. inemine




 bim in hen newppapers.
When you obain resp





Short tiems Are Bes
In the interests of being urambliguous and pre-
ise and of poining to the recerance of an issue.



 shor titems that wil
hose conditions.

## Avoid Negative Items


 t and answer en on hat that asis. TTus, somec will agrt With hte statement when theyre in favor of recos
ion and onters will lagree when they oppose ii dy you may never know which are which.
similar considerations apply 1 to othere $n$ nega-
 hey tet the following kinds of people should
 Commumst, a Ku Klux Klasmann and so torily



##  

tcading, (Alater study in the series using the an-
 Amerian Jewsis Commintec produced shocking
resuls Once American in five bulued that the



 In the afternath of this shoding nevs,
researchers receamined the actulal question tha
 It secmed clar that the complex doulle-ncegative question could have contused some respondents.
Anew surrev was commisisoned and diked.
Docs mination of the Jews never happened. or do you
fece lecrain that it happened? In n hec collow-up
 percent sidid they werert surur
Holocasts I s Corrected 1994

Avoid Biased Items and Terms
ulitinatly yure meaningstor any of the concepts



The meaning of someones response to quus-

respondents to answer in a particular way. a quection that becine "Don
 the biasing eftect of items and terrms is far subbler
than this example suggess The mere identification of an attitude or posi-
 With here recen Supreme Court dedision that...
would have a similare flfct Such wording may ma
 or agency; butit will likely increase the levect ol sup. port over what woult
such idennification.
$\qquad$ when Kenneth Rasinski, (1989) analyzed the results
of several Cencral social surey yuties of atituctes




 In 1986, for ceample, 62.8 percectrt of the respon-
 that year, only 3.1 .1 pe .
too litict on welfare.
In this ontext be wary ow what researchers Whenever we askp people tor intomation and they an-

 Recr recuctant to vote for an A frican American
Barack bbamal or a woman (Hillary Clineon)

 | they fetl). |
| :--- |
| The best way to guard against his probem | Taginc how you would feel giving each of the




 situations often involve other pepple, howeverer an
the names used can affect responses For insance.
 Kasof (1933) poinst to the inporance e what the
pecific names are whechcer hey gereraly covk


 Kays in which yuur choice of tems can bias and
vherwisce oontuse essponses to 0 uustionnairs







## Questionnaire Construction

Pustionnaites are used in connection with many
nodes of obserration in socoil research Althouygh
 also widely wed in experiments. fied research,
and other datacollectiom activites. For this ress nestionnaire construction can be an imporant


General Questionnaire Format

 sppondents to miss gucstions conter kead


 mill look too long: asa a rsylt, hhey squeczes seve and ry to sus as fev pagec as possible. These el


 Torr demoraliced than repondents who quickly
omplece the firs several pages of what initially serned like a a aher long form Morevers, the
later will have made fever errors and will not
questions norct will they have have been forect to wricic long answer in a ininy space.
Similar problems an antis

 inter ievers may miss questions. lose hheir place
and gencarly become frustrated dand flustered. way that supporst the interviewers work, includin
 what respondenst toa sell-aminninisterct quecsion
naire would nece. naire would deed
The cescriability




Formats for Respondents
In one of the most common types of question-
naire tems, the repponden is sexpected to theck one response from a series For his purpose my




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Ruahter than providing bexes to be thecked.
 the added adanatage of specifying the code numb
to be enterced later in the processing sage sece
 you should provide clear and prominent instruc.
tions o the respondent because many will be

##  <br> 

Thecr ares everal lormas for coningency quess
tions. The one chown in Figure 9.2 s. sprobaly the te

 on which it is contingent. In the illustration, onl|
hose respondents sansering yes are expected to

 frayy have you smoked marijuana?" The re-
ponse categrice, then might have read; "Never. Once., 2oves.

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Hit the matix format when a dificrent, more
jiogyncraticste of r syponsess night be more Ppropriat. Alse, the matrix quscios tormat hiey may develop a pateren of. say, agreceing wil
 Giled a particular oriennation for example, a libecin Tolitace perypective with only a atel later ones
 ome of them, therely giving the wrong answers. sing stater wive tercuiced somewhat by alter ins and by making all statements short and dea

## Ordering Items

The ordet in which questionnaire eters are prene of one question can aftect the answers given
 volunterer (opene endededy what they believece 1 Fpircest dangers to the United States, terrorism he case. In this situation, its preterable to oto ask the he henerended In qustion first.
eir overall religiosisity YHow in inporant is syur




 answers. The order or responses within a quustion
can alo make a differcnce (Bishop and smith
2001). $\underset{\substack{2001) . \\ \text { The im }}}{ }$
 a local govemment survey, they found that the
lesseduuated crpondents were morec influenced
thy
 more eduation were
Some rescarcher




 previous $y$-except that you'l have no control
ever the cficct. The safest solution is sensidivity to the problem.
Although you canno avoid he effecto f item order.



266 - Chapte9 9: Sumey Researh

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| meaningfully. If the or ally important in a given |  |
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| didifernt forms. (Well discuss preststing in | cdto |
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|  | atitudes, religi |
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| any inexperienced researchers are tempted to do | issus we have becen camming: Short introductions such astil |
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| tet it. |  |
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| dd generally noulhreatcring, once the initala rap- | tionnaire So |
|  | stitation. |
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|  | a single answer, you should make this per clear in the question. An example woul |
| aire instructions |  |
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When the responden is supposed do rank.
Order asto of answer categories the instructions
 Torman should be used f(for example blank sintead
of boxes). These instructions should in indicalc chow
 most imporant and least imporant). These instruc
tions should also spel out the order of ranking tor


 end reread he list several times so this schnique other mecthod will produce the desirid rssult. cirl mumitiple-part matixi questions, giving speused throughout the questionnaite Sometimes 5 --
spondents will be eppeced to check one answer iin tach colum of the matrix; in other questionnairs
heyll 1 be they 1 bbe expected to check one answer in each
rove Whenerer the questionnairc contans both


Pretesting the Questionnaire

is almays the possibitity -indeced the certainty-d
crror They yull aluyays make some mistake an

 pretest the questionnair in tull or in part Give the questionnair to the ten people in yur bowl-
ing league for example. .1s not usually essenial that the pretess subjects omprise a represerative
sample although y yu should use people for whom





Sel:Adminisiseed duestionaites $\mathbf{2} 27$

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270 © Chapief 9 : survey Research

|  |  |
| :---: | :---: |
| Which means shar respondents actualy comphe |  |
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| thods for getting responses to questionnaires | Mail Distribution and Return |
| sell-adminisiterd questionai | The basic method for coll |
| ually, the | mail has been to sen |
| ng surve | nied |
| elfadminisisered questionnirss in which |  |
| ents are asked to omplete the question- |  |
| eth |  |
| vievers in face-t-f-face encounters; and surveys |  |
| conducted by yelephone. This secion and dhe next | nir |
| two discuss each of these |  |
| section addresses onlin |  |
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| imes, it |  |
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| at the same place at the same time. For example a | envelope: When the questiommaire is folded a |
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| condu |  |
| ight be |  |
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| tiomaire to the home of smple repondents and | a. special, two-panel back cover. Once the ques- |
| explains the study. Then the questionnaire is leti |  |
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| Home delive |  |
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| the quessionnaires and dheck them tor omplete- ness, Just the opposict technique is to have uuss- |  |
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| tionnairsc hand.d.divered by res carch workers with arecurest hat the repondents mail he compleced |  |
| a request that the respondents mail the completed questionnaires to the research office |  |
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| (4) put the stamps on it. How licely is tith | he cumulati |
|  | sacivity |
| $A$ tew brief comments on posal op |  |
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| out and for getting them retumed On outgoing |  |
| vour ${ }^{\text {cha }}$ | dion |
| agc and bulk |  |
| but bulk rate is sar chapex. (Cha | should be la |
| office for rat |  |
|  | As compleced questionnairs are reumed. |
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| are cheperer ifal loto of questionnaics are returned. | procedure. |
| but |  |
| returned dand you won't kow in a dyance how |  |
| many will be eturrecd. |  |
| There are m |  |
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|  | ine the effects of the discdosure. (Recall from |
| cerity than using bulk rate and business-rc | happer 8 the discussion of hiscrey in conn |
|  | in experments.) |
| tionnaits, Bccause l |  |
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| find stamps much easier for | the questionnaire will be more like respon who delayed answering than like those who |
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| Monitoring Returns | and |
|  | . |
| estion that may prove valuable to a study | sily |
| Sarer retumed instead, they yhould undertake |  |
| rding of the varying rates of return | right |
|  | er has |
| An invaluale tool in this aci |  |
| graph The day on which questionnairs were | ${ }_{\text {lower cre }}$ |
| ed is labeled Day 1 on the graph, and every day |  |
| raph. Its usualy bes |  |
| fraphs. One shows the num |  |
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| Chapte 9: Sumy Researt |
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|  |
| Interview A data-collection encounter in which one person (an interviewer) asks questions of an- other (a respondent). Interviews may be conducted <br> face-to-face or by telephone. |



 but hit two mailings
rate of (62 peremy
This is ilusration
sense of whats sinuvived in the the cexcution of of naile


## Interview Surveys







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 in-teph intervi
field recearch.

The Role of the Survey Interviewer
There are several advantages $t$ h having a question.
nairc adiministered $b$ yy in interiewer rather than



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| Follow-up malitigs may be administered in several <br> ways. In the simplest nonrespondents are sim- ply sent a letere of additional encouraememten participale. A beter method, however, is to send <br>  retumed their questionnaires atter wwo or hrree wecks the questionnaires have probably been loss or misplaca. Receceving a tolow-up veterer mighi naire bu if ithey cant' tind it casily, the eleter may go for naught. <br> The methodological liecrature strongly sug. <br> gests shat tollow-up malingsp provide an effective <br> In general, the longer a potential respondent delays <br> replying, the less likely he or she is to do so at all. <br> Properly timed follow-up mailings, then, provide <br> The effects of follow-up mailings will be seen in the response rate curves recorded during data a rise and subsequent subsiding of returns; the fol low-up mailings will spur a resurgence of returns; and more follow-ups will do the same. In practice, three mailings (an original and two follow-ups) seem the most efficient. <br> The timing of follow-up mailings is also im-less-precise guides, but I've found that two or three weeks is a reasonable space between mailings. (This period might be increased by a few days if the |  |
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|  | Response Rates <br> A question that new survey researchers frequently ask concerns the percentays rewrurn ratc o of te response rate, that should be achieved in a survey The body of inferential statistics used in connection with survey analysis assumes that all members of the initial sample complete the survey. Because this almost never happens, non-response bias becomes a concern, with the researcher testing (and hoping) for the possibility that the respondents look esfor the possibility that the respondents look esand thus a somewhat smaller random sample of the total population. |
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|  | $\begin{aligned} & \text { Nevertheless, overall response rate is one } \\ & \text { guide to the representativeness of the sample re- } \\ & \text { spondents. If a high response rate is achieved, there } \\ & \text { is less chance of significant non-response bias than } \\ & \text { with a low rate. Conversely, a lowv response rate is } \\ & \text { a danger signal, because the nonrespondents are } \\ & \text { likely to differ from the respondents in ways other } \\ & \text { than just their willingness to participate in the sur- } \\ & \text { vey. Richard Bolstein (1991), for example, found } \\ & \text { that those who did not respond to a preclection } \\ & \text { political poll were less likely to wote that those who } \\ & \text { did participate. Estimating the turnout rate from } \\ & \text { just the survey respondents, then, would have } \end{aligned}$ |
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| way s fincreasing response rates Youll reall that | study was sonducted by the studens in my gradu. |
| :---: | :---: |
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| of options for mailing out and receiving question | As you may recall, 1,100 students were selected |
| inger |  |
| Some have exxerimented with novel fomats. Oils | studen stececed, six sell-adhesive mailing labels |
|  | by the compuct. |
| The problem with paying, of course, is that its |  |
| expensive to make meaningtul | questionnaires, it becance apparent that our meager |
| hundreds or thousnds of respondents, but some | research funds would |
| imaginative alernaive have been used. Some | the cniri sample of 1 |
| recearchers have said. "We want to get pour swo- | prining costs were higl |
| ${ }^{\text {cents }}$ worth on some issues, and wete willing to |  |
| pay"-enclosing two pennies. Another enclosed a quarter, suggesting that the respondent make son | of the mailing labels, yielding a subsample of 733 student |
| quaner s, sygescing tuat the repondent make some | studens. Earier, we had decided to toeep he survey |
| money. Similarty, Michacl Daver and his col- | ous in the hope of encouraging more- |
| \|eagues [2003) found that financial incentive also | can |
| d comple |  |
| disa | population indiated dis anonymity |
| Don Dillman (2007) has spent decades | eserry. Thus, the questionnairs would arry no |
|  | icati |
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| mail survers, and he cevaluats the impat of | casts by mailing only to norrespondents. |
| - |  |
| tion to all aspects of the study- | cardm |
|  | - |
| rather than one or two special gimmicks. | $\begin{gathered} \text { phus } \\ \text { wioh } \end{gathered}$ |
| Having all this, there is mobsolutel of response to a mail survey, except for |  |
| for | asked die studert to o complete and return the ques- |
| sof 77 percent or more, most mail sureys prob- |  |
| ably fall below that tevel. Thus, is is imporant to test | the postarard simulaneouly Receriving the 1 |
| for non response bis wherever posisile. | would tell us-without indicating which question- <br> e student had returned his |
| A Case Study | or her questionnaire. This procedure would then |
| estep involved in the administration of a mail |  |
|  | fhe thr |
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| on of | ope. |
| lapter |  |
| was |  |
| the | (10) |
| theoretical ideal for such studies, but in that regar |  |

Inteview Survess 527
Recording Responses Exactly

| Responses Exactly |  |
| :---: | :---: |
| Whenever the questionnaire contains open-ended |  |
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|  | the intervewers should wnit |
| interviewer will not know how the respo | Probes arc more frequenly y rquired in elici- |
| selves may not know hic coding | ing responss to open-ended dhan dosedelen |
| hund |  |
| stionnaire might askr repondents how they | deni |
| Iecl about the traficic siuation in their community |  |
| en might answer that here are too |  |
| many yars on the roads and that something sh be done tolimit their numbers Another might | silence, if the interviever sist quielly with penal |
| be done to irint hici numbe | poised, the repondent will probably fill |
| ded more roas sare needed.d |  |
| congested trafic"- | ctfectively by newspaper reponers.) Approp |
| to |  |
|  | (way? Pertaps the most generaly usctul probe is |
| Sometimes, verbal responses are too inarticu- | Sfen, intervewers need to probe for |
|  |  |
|  |  |
| -s or tone. In such a situation, the in int- | mu |
| ar should still record the exact vetal reppon. | Whenerer y you anicicpate that a siven question |
| Emeradion and dhe creasons forarariving at | may require probing tor appropriale responses, |
| ore generally resarchers an use | you should provide once or more sestul pr |
|  |  |
|  | have move time to devise the best, most ne |
| dent's apparent anger, embarrassment, un- | probes Second, all interiewers will use the same |
|  | Heyre needed. Thus, even it he |
| rided | thy neutral, all respondents will |
| Probing for Responses | sus |
| Somecimes respondents in an interiew will give |  |
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| may present an attitudinal statement and ask the respondent to strongly agree, agree somewhat, |  |
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| :---: | :---: |
| seem more elelucant to tur down | interiewers presence shoul |
| an interviewer standing on their doostep than | neithera |
| throw away a mail quectionnaire. | the |
| cce of an inte | should be a neutral medium through whid ques- |
| dectreases the number of domit knows and 'no | nitced |
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| answers, which do you think would come cosest to | This neutraliy y has s special importance in |
|  | samples. To |
| urher, iff re | viewer is typially asisined to complecte all the |
| the intent of a question or indicates that he or she | interviews in a paricular gegraphic area-a aity |
| , understand, the interviewer an cariv |  |
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|  | oblained, the bias hus interected mi |
| clly controlled drrough formal specifications,) | preted as a characte |
| Finaly, the interievere ran observe respon- |  |
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| sions, the respondent's ability to speak Englis, the | distaste for low-cost housing de |
| mts general reac |  |
| so forth. In one surrey of stude | Iagreement with he interiew |
| cgiven a shon, sell.administered questim | . The result s of the sureey would indiate |
| to complec-concerring sexual attin |  |
| thaviorduring ti |  |
| res | y ru |
| dress and groming. |  |
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|  | General Guidelines for Surv |
| the spiritof the agreement by which hte respondent | Interviewing |
|  |  |
|  | unted will vary somewhat by ysurey p population |
|  |  |
| unrealistic stimulus-response theory of cognition |  |
| questionnaire item will mean the same thing to | Appearanceand Demeanor |
| every respondent, and every given response must mean the same when given by different respon- |  |
|  |  |
| denst. Athough this isan imposible gal, surver |  |
| questions are drafted to approximate the ideal as closely as possible |  |

278 • Chapere 9 S Sumey Research

Coordination and Control

|  | that question should explain what should be done. |
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| friends to hepp them interiew. Whenever more |  |
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| has two aspects: training interviewers and | equestions hiemselve. |
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| with a descripiono of what the stuyy is ala abou. |  |
| Even though hte intervievers may be involved | if...? P In such cases, avoid giving a quid, offland |
| orly in the data-collection phase of the project it | answer. If you have specifictions, show how the |
| them to understand what will |  |
| ith hle interiews shey conduct and wher |  |
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|  | nd the purpose of the study G Giving unexplaince |
| The training |  |
| in with a | rviewers |
| procedures such as those disussed cantier in thi | criously. I y you don" know the answer to such |
| section. Th |  |
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| of | reason |
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| ppany an interviev ques | model lor those youte training so make it good. |
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| The survey specifications should provide de |  |
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interviever will heve similar diffifulices with richer
responderss. To the extent hat the interviewers



 number of respondents.
Dress and prom
ang
Dress and fromming are typially regarded ds

 these impressions culd das responses or a fifce the
willingness of people tobe inervieved.



 talking to. Cleary, the intervicw will be mores suc.
cossul in this case Further becaus repondens
and
 most tenioyble cexperience
interviewe can provid.

## Familiarity with the Questionnaire



 tion and must tractice recading i t losudid


 stitucd a natural conversation, but that converas.
tion must follow exactly yce languase set down in


 lhe question should be interpreced in that titua-
tion The specfications providect to the interviewer should give adequate guidance in suct casss
put the interiexierer muss know the organitation



## Following Question Wording Exactly










Eepphone Surness 279


 mayy dive several miles to a respondents home.
find no onene the find no one there erewrn to the rescarth office,
and divice
onct
 fingers make che trip
Imerverewing by
 more honest in ivinins scially disippreved answe-
if they dont thave to ook puy in the ece sin

 arc, to some extent. morr suspicious shen they
cants sect the e eressm asking them questions-

 | $\substack{\text { seling magarinc } \\ \text { condominiums. }}$ |
| :---: |

 Worry about the inpact of an intervievers name
(particularyy f felluricty is receant to the sudy)
 (Female interviewers semetimes samk perrisision to they interview.
Telephone surveys can allow, greater con-
trol cor data collecion it several interiewers

 it bectecen weckly wisis with the interviewing
superision
Finally another important tactor invwlved in the growing use of telephones sururys has to do do
with personal safer: Don Dillman (1978: 4) de. with peronal satey. Don Dill
scribes the situation hlis way:


work at night to ontact residents in many
houscholds. It somene cass, this neecsitates
 Concerns for satey, thus. work in two wayst
hamper tace-to-tace intervicus. Fooential reSpondents may rectus to be intervieved. fearing
the stranger-interviever And the interviewers
 even worss by yhe possibility ot the researchers b
ing sucd for huge sums if inylhing goses wrong.
 voguss "surreys" that are actually sales campaign: disgused ds secearch. If you have any questions
about any such tall you receive, by the way ask

 any of these
For the rese




 yourf living room.)
Another potential problem tor telephonc inter
viewnis is she revalence of answering mactines or


 shoved that answering machines had not yet
had a significan effect on the ability of telephone


Telephare Sureys 281
Coidemographic charactersisio of owness will
 More -recent research has shown that sev-
cral facors, including answering machines, have




Computer-Assisted Telephone Interviewing (CATI)











## 




 The sceond question appears on the video screen.
askect. and the answer is entercd into the comasked. and the answer is entered into the
puter. Thus the thineriev wontinus In addition to the obvious advanages in term
of data collection, Cart auturnatically prepercs


 tion that omputer tectmology
dessmbed in voice cappure.
 Some of theses ystems include he he posis
vice capturc, as descrited in the tox.

Response Rates
in Interview Surveys
Larier in this dapper we looked at the issue ofrce
ponse rates in mail sureys, and this sis an cquald



Online Surves: 283
 ssonse ratest than mande
 Canor Singer (2005) have sectched patern of and 1996, the response rate in insistectechones sur-




 ouschond iniervives produce b
 2006) was devoted entirdy to analy ying the maxi
mensions of the decline in response rates in Suschold survey. As the a alypyses show lower redimates of the popplataion becing sudided bu the Many resernhers telieve that the widespread
ownh of temarkering bas been abis part of hee





## Online Surveys <br> An increasingly popular method of surver re-- scarch wolds the use of the cinternet and hee Wordd wide               

4 - Chapter 9: Suney Researd
 inc. and dis inm thas developed sof wware calkel Viewslash for precisly y that purpos. Although
 ions of potential customers.
But how about general p.
 Le main isusu raised regarding online surverys




 hone.)


 ceys to the Internet, with an agrecement that



 Commercial receard firms such as Haris
Interacive and Knowledge Networks sse the





Harris interative has demonsrated success in
predicingy cection resuls. Many of the cautions urged in relation to
online surevs sodidy ars siriliar to to thos used
 ot this book in 1 Ins. Mick Cuper (2001: 466)
makes asiniar bobervation: Several yarar ago. I pre diceced that the rapid
spread of clecruonic data onlection nethods







 In the meantime, researcheres are amasing a
body of experience wiit hlis new technique, yicd.


 Do use plain, simple language. Dont t fore the respondent to scoul down the
screcn for the URL tor the study location.


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 4the new wedium. At the same tine. specifing Wat he respondents had been gececily selectel
 Codducing an Onine Surver tor more.
During the 2004 elction campaign, the role



## Comparison of the Different

 Survey Methods


|  | Stengis and Weaknesse of surey Researd |
| :---: | :---: |
| ness, however, lies in the difficulty of assuring that respondents to an online survey will be representa tive of some more general population Clearly, each survey method has its place in social research. Ultimately, you must balance the advantages and disadvantages of the different methods in relation to your research needs andyour resources. your resources. |  |
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|  | ity is quite difierent from anothers. Athough you |
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| Strengths and Weaknesses of Survey Research | same intent to all respondents giving a particular response. |
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| keep these in mind when determining whether a ey is appropriate for your research goals. Surveys are particularly useful in describing | that will be a t east minimaly appropriat to all re - |
| the characteristics of a large population. A carefully selected probability sample in combination with |  |
| seckeced probability sample in combination witha sandardized questionair offers hep posibill |  |
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| ity of makings refined descripive assertions atout |  |
| a student body, a city, a nation, or any other large population. Surveys determine unemployment |  |
| rates, voting intentions, and so forth with uncanny accuracy. Although the examination of official | Texeard Similaty survey r research an seldom deal with |
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| documents-such as marriage, birth, or death records-can provide equal accuracy for a few topics, no other method of observation can provide |  |
|  |  |
| topics, no other method this general capability. |  |
| Surveys-especially self-administered onesmake large samples feasible. Surveys of 2,000 re- |  |
|  |  |
| make large samples teasile. Sanres number of case is very important for both descripitive and explanatory analyses, especially wherever several variables |  |
|  |  |
| are to be analyzed simultaneously. <br> are flexible. Many ques |  |
| In one sense, surveys are flexible. Many questions can be asked on a given topic, giving you |  |
| considerable fexilility in yuur analy yes, whereas |  |
| an experimental design may require you to commit yourself in advance to a particular operational |  |
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| deffition of a concept, survers let you develop |  |
| operational dcfinitions from actual obserations. |  |
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 they an only collect self.reports of recallecion dosta
tion or o t prospective or hypolhefical action. The problem of anificiality has wow aspects.
First, the topic of study may yo beamenable to
meaw
 ple - may affec it. $A$ surcey respondent may have
given no thought to whecher he governor hould










 | Morceverer carctul wording of the questions can al |
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| significanty reduce the subjects own unctiability |





Secondary Analysis






 $\substack{\text { enurmous ex } \\ \text { surrey entals } \\ \text { secondar }}$ Secondary analysis is a torm of research in
Which the dat collected and processed by one
recearcherare reandred

 surver design and data oclection. Even when one
ferearcer had oconducted a survey yand analyzed
fectata




 lita sests first as pur ched cards. then as magnetii
apes. Today theyre typically connained on com-

|  | With interiews, you can comduct asurvey |
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| over, if you |  |
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| a local one of the |  |
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| could conducta areasonale mal surve by | cupant receive a notoriously low recponse. |
| Yourcil. alhthoug y yu shouldrit understimate the | ents face-to-tace |
| work involved. Further, resspondents are smetetimes |  |
| relucant 0 report controversial or deviam atituds | serations aside from respones to quustions asked |
| or behavios in interviews but are willing to reppond | in the interiew: |
| to an anonymous self-administered questionnaire Interview surveys also offer many advan |  |
|  | charactersisio of the erepondents |
| incomplet |  |
| may skip questio |  |
| naitc, interiew | hos |
| vers, the of |  |
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| achieved higher completion nats than self-admin | time and mone |
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| Although self.adminisistered questionnaires may |  |
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|  | me- |
|  | what lessened when her reprondens cant see |
| of household members and the determination of whether a given address corresponds to more th | them. As only one indicator of the popularity of |
| housing unit. Although hte concept of housisg |  |
| unit has seen refined and standaritized by the Cen - |  |
| Burea and interievers can be trained to deal |  |
| the conce |  |
| ate this idea in a self-administecred question- |  |
| This advanage of interview survers pertains |  |
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##  

Scoonday Analysis - 289


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tenalysis of qualititive data as
well

 answers) or dosed end.
of provided answers).
Ethics and Survey Research







 Close friend. Or asking people to rporot on their
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com doing surveys, itshould increase vur comsid

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- Sopics Appropriate for Survecy Rescearch




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    foride datat on the cest of the various method
    
    
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    ## A Composite Illustration

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     hough most of hh
    bace interiews.

    ## Self-Administered

    Questionnaires
    

