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Government of India, Ministry of Youth Affairs and Sports

SURVEY RESEARCH

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DETAILS OF LECTURE NOTES

Name of the Teacher   : **Dr. Yatendra Singh**

Name of the Subject   : **Research Methods**

Class / Semester   : **M.P.Ed. - I Semester**

Unit   : **II**

SURVEY RESEARCH – MEANING & DEFINITION

"Survey Research is <u>Quantitative Research</u> Method Used for Collecting Data from a Set of Respondents"

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Survey Research is defined as the process of conducting research using Surveys *(examine & record)* that are sent to Survey Respondents *(Subjects/stakeholders/Group[s] etc.).* The data collected from surveys is then statistically analyzed to draw meaningful research conclusions.

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SURVEY RESEARCH METHODS

Survey research methods can be derived on the basis of two critical factors:

(i) **Survey Research Tool**

(ii) **Time Involved**

There are three main ***Survey Research Tools***, divided based on the medium of conducting survey research:-

(i) **Survey Research Tools**

➢ Online / Email

➢ Phone

➢ Face to Face

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Further, on the basis of the ***Time Taken***, survey research can be classified into two methods:

(i) Longitudinal Survey Research: This survey involves conducting survey research over a continuum of time, which may be spread across years and decades. The data collected using this survey research method from one time period to another, is Qualitative or Quantitative in nature. Respondent behavior, preferences, attitudes are observed constantly over time to analyze reasons for change in behavior or preferences. For example, if a researcher intends to learn about eating habits of *Hockey Players*, he/she will follow a sample of *Hockey Team* over a considerable period of time to ensure that the collected information is reliable.

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(ii) Cross-sectional Survey Research: This kind of survey is conducted to collect *insights* from a target audience at a particular time interval. This survey research method is implemented in various sectors such as retail, education, healthcare, SME businesses etc. (for eg. Feedback system)

Cross-sectional survey research can either be descriptive or analytical in nature. This survey research method is quick and helps researchers collected information in a brief time span. Researchers rely on cross-sectional survey research method in situations where descriptive analysis of a subject is required.

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PROCESS OF IMPLEMENTING SURVEY RESEARCH METHODS:

(i) Decide survey questions: Brainstorm and put together effective <u>survey questions</u> which are grammatically and logically appropriate. This can be done by understanding the objective and expected outcomes of the survey. There are many surveys where details of responses are not as important as gaining insights about what customers prefer from the provided options. In such situations, a researcher can include multiple choice questions or <u>closed-ended questions</u>. Whereas, if details about certain questions are to be obtained, researchers can include open-ended questions. Ideally, the surveys should include a clever balance of open-ended and closed-ended questions. Use survey questions like <u>Likert Scale</u> question etc.

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(ii) Finalize a target audience: Send out relevant surveys as per the target audience and filter out irrelevant questions as per the requirement. The survey research will be extremely effective in case a sample is decided from the target population. This way, results can be according to the desired market and be generalized to the entire population.

(iii) Send out surveys via decided mediums: Distribute the surveys to the target audience and patiently wait for the feedback and comments- this is the most important step of the survey research. The survey needs to be scheduled keeping in mind the nature of the target audience and the regions they belong to. Surveys can be conducted via email, embedded in website, shared via social media etc. to gain maximum responses.

(iv) Analyze survey results: Analyze the feedback in real-time and identify patterns in the responses which might lead to a much-needed breakthrough for your organization. GAP, TURF, Conjoint analysis, Cross tabulation and many such survey feedback analysis methods can be used to spot and shed light on respondent behavior. The results can be then used to implement corrective measures to improve customer/employee satisfaction.

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QUESTIONNAIRE

What is questionnaire?

A tool for collecting information to describe, compare, or explain an event or situation, as well as, knowledge, attitudes, behaviors, and/or sociodemographic characteristics on a particular target group.
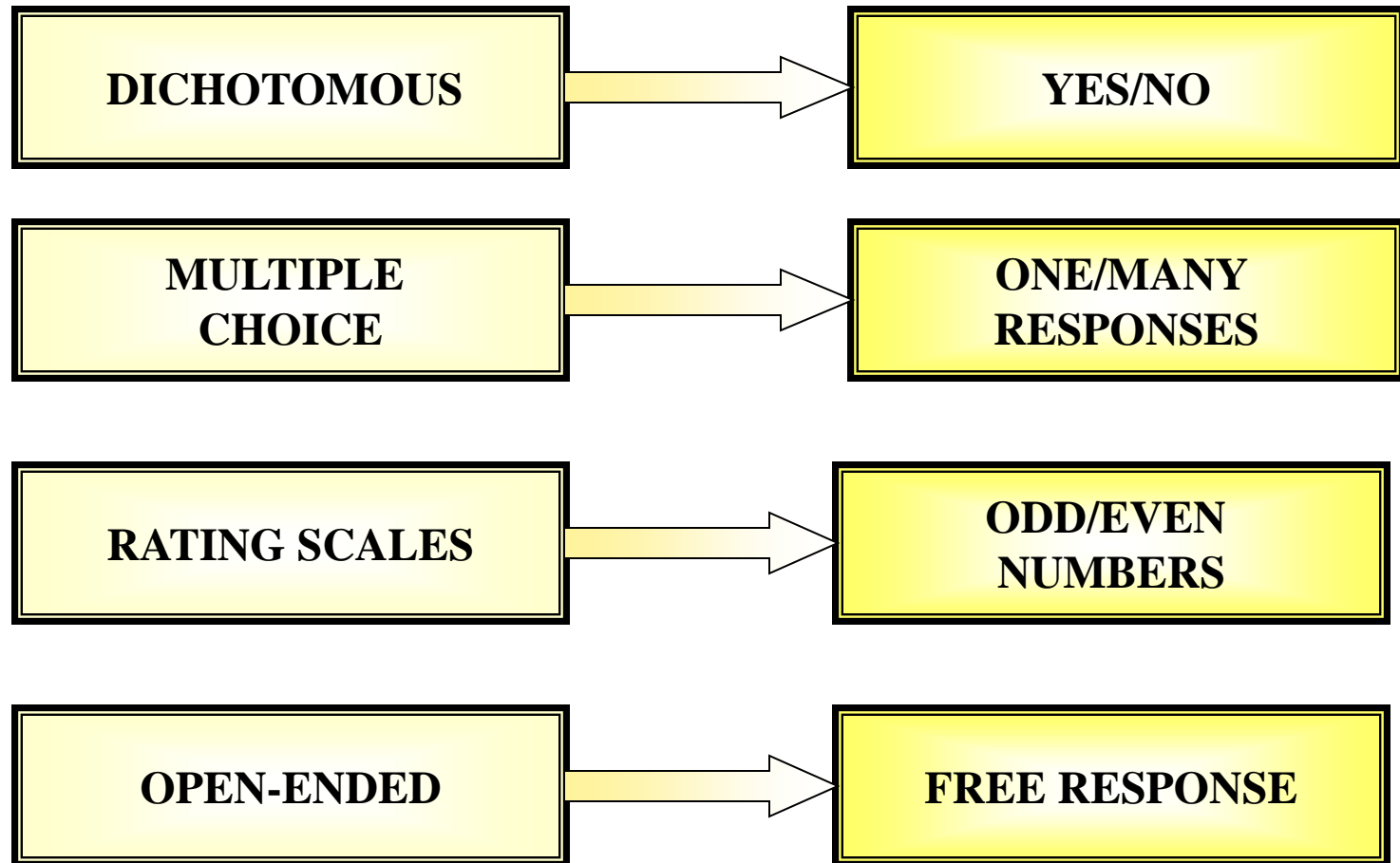
Learning Objectives

➢ To understand a questionnaire's cultural, psychological, economic, and political context

➢ Learn how to ask valid questions and how to ask them correctly
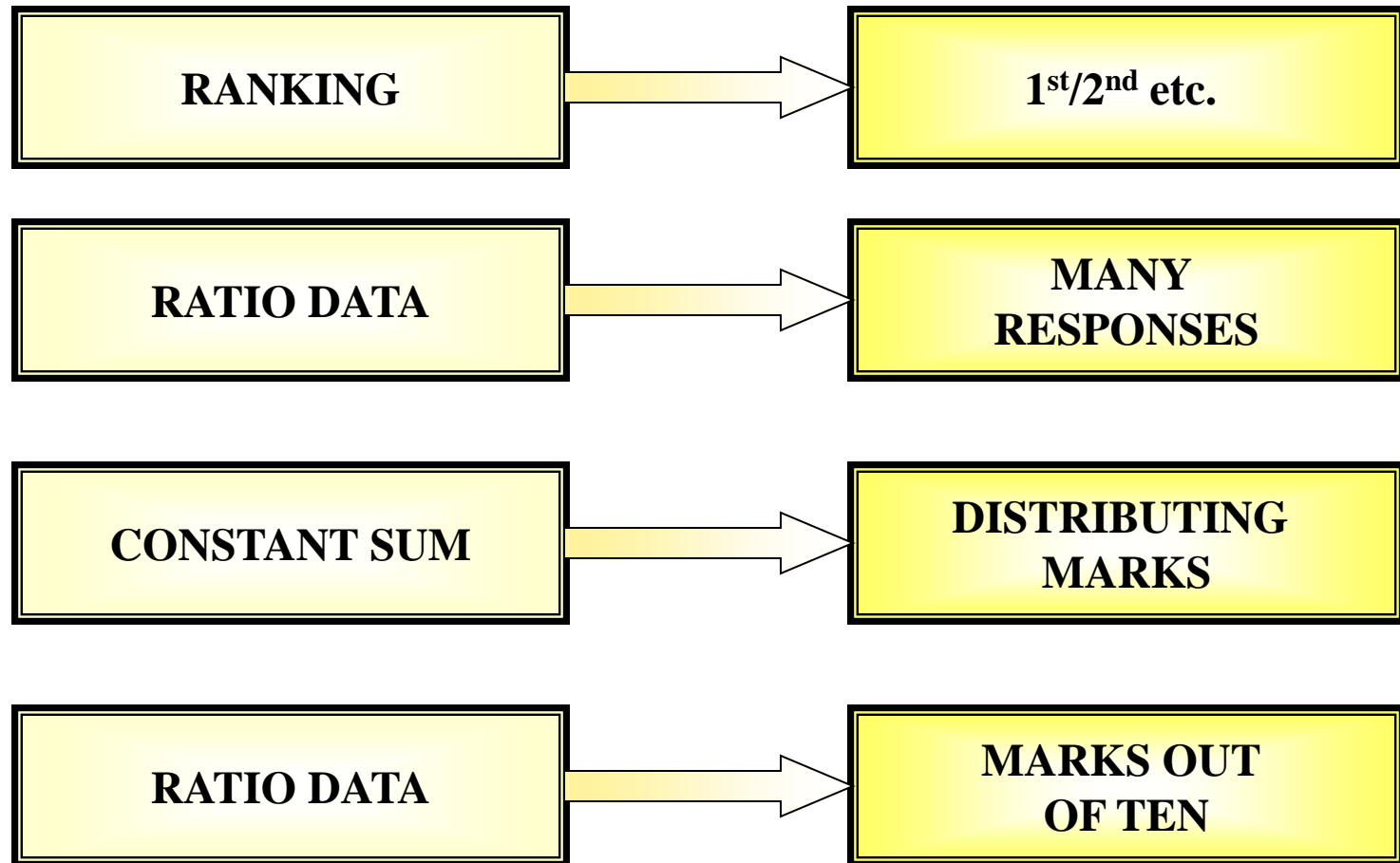
QUESTIONNAIRE CONTD…

Approach towards Planning of a Questionnaire:

➤ **Stage One**: Decide the purposes/objectives/ research questions;

➤ **Stage Two:** Decide the population and sample

➤ **Stage Three**: Itemize the topics/constructs/ concepts;

➤ **Stage Four**: Decide the kinds of measures or responses needed;

➤ **Stage Five**: Write the questionnaire items;

➤ **Stage Six**: Check that each research question has been covered;

➤ **Stage Seven**: Pilot the questionnaire and refine;

➤ **Stage Eight**: Administer the questionnaire.

TYPES OF QUESTION

DICHOTOMOUS	→	**YES/NO**
MULTIPLE CHOICE	→	**ONE/MANY RESPONSES**
RATING SCALES	→	**ODD/EVEN NUMBERS**
OPEN-ENDED	→	**FREE RESPONSE**

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TYPES OF QUESTION contd…

RANKING	→	**1ˢᵗ/2ⁿᵈ etc.**

RANKING	**1st/2nd etc.**
RATIO DATA	**MANY RESPONSES**
CONSTANT SUM	**DISTRIBUTING MARKS**
RATIO DATA	**MARKS OUT OF TEN**

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DICHOTOMOUS QUESTIONS

➢ Good for clear answers;

➢ Yes/no questions are often better rephrased as 'to what extent' or 'how much' types of question.

MULTIPLE CHOICE

➢ Need for a pilot to gather exhaustive categories of response;

➢ Do not allow for range of response;

➢ If more than one response permitted then each choice is a separate variable.

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LIKERT SCALES

- Useful for measuring degrees of intensity of feeling;
- No assumption of equal intervals;
- No assumptions of matched intensity of feeling;
- No way of knowing if respondents are telling the truth;
- No way of knowing if there should be other categories or items;
- Halo effect;
- Allows for different scaling and mid-points, e.g.:

  (a) strongly disagree – neither agree nor disagree – strong agree;

  (b) not at all – a very great deal;
- Central tendency;
- Ordinal data.

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SEMANTIC DIFFERENTIAL SCALES

➢ A word and its semantic opposite, e.g.:

  Approachable . . . unapproachable

  Generous . . . Mean

  Friendly . . . hostile

➢ Same concerns as for Likert scales.

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OPEN-ENDED QUESTIONS

➢ Enable authentic responses;

➢ More time-consuming and difficult to analyze/process.

RANKING SCALES

➤ Enables comparisons to be made by respondents across items;

➤ Enables sensitivity of response to be addressed;

➤ Can be strong on reality' of decision making;

➤ Too many items to rank may result in unrealistic ranking (people may not have strong enough opinions to be able to rank)

➤ Too many decisions to be made;

➤ Ordinal data.

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RATIO DATA: MANY RESPONSES

➢ Avoids forcing responses into categories;

➢ Allows for very great accuracy (e.g. 'how old are you?')

➢ Ratio data: mean, standard deviation, median

CONSTANT SUM

➤ Divide a fixed number of points between a range of items;

➤ Yields priorities, comparative highs and lows and equality of choice quickly and easily – in the respondents' own terms;

➤ Requires participants to make comparative judgements and choices across items;

➤ May be too difficult if there are too many items across which to spread marks;

➤ People may make computational errors in distributing marks;

➤ Ordinal data.

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RATIO DATA: MARKS OUT OF TEN

➢ Enables proportions/ratios to be calculated;

➢ Enables high level statistics to be computed, e.g. regression, factor analysis, structural equation modelling.

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LIKERT SCALE EXAMPLES

Likert Scale Examples

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Likert-Type Scale Response Anchors

Citation:
Vagias, Wade M. (2006). *Likert-type scale response anchors*. Clemson International Institute for & Research Development, Department of Parks, Recreation and Tourism Management. Clemson University.

Level of Acceptability
- 1 — Totally unacceptable
- 2 — Unacceptable
- 3 — Slightly unacceptable
- 4 — Neutral
- 5 — Slightly acceptable
- 6 — Acceptable
- 7 — Perfectly Acceptable

Level of Appropriateness
- 1 — Absolutely inappropriate
- 2 — Inappropriate
- 3 — Slightly inappropriate
- 4 — Neutral
- 5 — Slightly appropriate
- 6 — Appropriate
- 7 — Absolutely appropriate

Level of Importance
- 1 — Not at all important
- 2 — Low importance
- 3 — Slightly important
- 4 — Neutral
- 5 — Moderately important
- 6 — Very important
- 7 — Extremely important

Level of Agreement
- 1 — Strongly disagree
- 2 — Disagree
- 3 — Somewhat disagree
- 4 — Neither agree or disagree
- 5 — Somewhat agree
- 6 — Agree
- 7 — Strongly agree

Knowledge of Action
- 1 — Never true
- 2 — Rarely true
- 3 — Sometimes but infrequently true
- 4 — Neutral
- 5 — Sometimes true
- 6 — Usually true
- 7 — Always true

Reflect Me?
- 1 — Very untrue of me
- 2 — Untrue of me
- 3 — Somewhat untrue of me
- 4 — Neutral
- 5 — Somewhat true of me
- 6 — True of me
- 7 — Very true of me

My beliefs
- 1 — Very untrue of what I believe
- 2 — Untrue of what I believe
- 3 — Somewhat untrue of what I believe
- 4 — Neutral
- 5 — Somewhat true of what I believe
- 6 — True of what I believe
- 7 — Very true of what I believe

Priority:
- 1 — Not a priority
- 2 — Low priority
- 3 — Somewhat priority
- 4 — Neutral
- 5 — Moderate Priority
- 6 — High priority
- 7 — Essential priority

Level of Concern
- 1 — not at all concerned
- 2 — Slightly concerned
- 3 — Somewhat concerned
- 4 — Moderately concerned
- 5 — Extremely concerned

Priority Level
- 1 — Not a priority
- 2 — Low priority
- 3 — Medium priority
- 4 — High priority
- 5 — Essential

Level of Problem
- 1 — Not at all a problem
- 2 — Minor problem
- 3 — Moderate problem
- 4 — Serious problem

Affect on X
- 1 — No affect
- 2 — Minor affect
- 3 — Neutral
- 4 — Moderate affect
- 5 — Major affect

Level of Consideration
- 1 — Would not consider
- 2 — Might or might not consider
- 3 — Definitely consider

Level of Support/Opposit
- 1 — Strongly
- 2 — Somewhat
- 3 — neutral
- 4 — Somewhat fa
- 5 — Strongly favo

Level of Probability
- 1 — Not probable
- 2 — Somewhat im
- 3 — Neutral
- 4 — Somewhat
- 5 — Very probable

Level of Agreement
- 1 — Strongly disag
- 2 — Disagree
- 3 — Neither agree
- 4 — Agree
- 5 — Strongly agree

Level of Desirability
- 1 — Very undesiral
- 2 — Undesirable
- 3 — neutral
- 4 — Desirable
- 5 — Very desirable

Level of Participation
- 1 — No, and not
- 2 — No, but consid
- 3 — Yes

Frequency — 5 point
- 1 — Never
- 2 — Rarely
- 3 — Sometimes
- 4 — Often
- 5 — Always

Frequency
- 1 — Never
- 2 — Rarely
- 3 — Occasionally
- 4 — A moderate
- 5 — A great deal

Frequency of Use
- 1 — Never
- 2 — Almost never
- 3 — Occasionally/
- 4 — Almost every
- 5 — Every time

Likert-Type Scale Response Anchors

Level of Acceptability
- 1 – Totally unacceptable
- 2 – Unacceptable
- 3 – Slightly unacceptable
- 4 – Neutral
- 5 – Slightly acceptable
- 6 – Acceptable
- 7 – Perfectly Acceptable

Level of Appropriateness
- 1 – Absolutely inappropriate
- 2 – Inappropriate
- 3 – Slightly inappropriate
- 4 – Neutral
- 5 – Slightly appropriate
- 6 – Appropriate
- 7 – Absolutely appropriate

Level of Importance
- 1 – Not at all important

My beliefs
- 1 – Very untrue of what I believe
- 2 – Untrue of what I believe
- 3 – Somewhat untrue of what I believe
- 4 – Neutral
- 5 – Somewhat true of what I believe
- 6 – True of what I believe
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Priority:
- 1 – Not a priority
- 2 – Low priority
- 3 – Somewhat priority
- 4 – Neutral
- 5 – Moderate Priority
- 6 – High priority
- 7 – Essential priority

Level of Support/Opposition
- 1 – Strongly oppose
- 2 – Somewhat oppose
- 3 – neutral
- 4 – Somewhat favor
- 5 – Strongly favor

Level of Probability
- 1 – Not probable
- 2 – Somewhat improbable
- 3 – Neutral
- 4 – Somewhat probable
- 5 – Very probable

Level of Agreement
- 1 – Strongly disagree
- 2 – Disagree
- 3 – Neither agree or disagree
- 4 – Agree
- 5 – Strongly agree

"WITHOUT DATA YOU'RE JUST ANOTHER PERSON WITH AN OPINION."

W. Edwards Deming

thank you