1. Survey Research

   a. Research Strategy

      Learn about behavior as it is distributed across a population
      With a group that is representative of a larger population

   b. Survey Team

      Survey research normally involves a research team:

      Project Director
      Has overall responsibility for the survey project
      Including proposals, research methods, and reporting

      Interview Supervisor
      Coordinates the actual interviewing

      Interviewers
      Conduct the actual interviewing

      Programer
      Codes completed interviews
      Enters the data into a computer file
      Programs the quantitative analysis of the dataset

      Statistical Analyst
      Directs the statistical analysis of the dataset

      Responsibilities may be assigned to the same person as necessary
c. Response Rates

In order to accurately document what exists in larger population
A significant proportion needs to be included
Whatever proportion of the sample is missing
That proportion of the larger population is missing

SOURCES of missing proportions of the research population:

(1) REFUSALS

Those in the sample who are contacted
But decline to be interviewed

(2) NO CONTACTS

Those in the sample who are never contacted
Are not at home
Cannot be found
Theoretically exist and can be included
But are not included

(3) ATTRITIONS

Those in the sample who are no longer available
Moved, died, etc.
Theoretically should not be included

Of the no-responses:
Attritions are absolutely lost to the study
No contacts can be included - but only with sufficient effort
Refusals are the most available for inclusion
At least three attempts should be made to include them
After the first refusal
The best interviewers should try to convince to participate

The IDEAL response rate is at least 80% of the sample
No-responses usually consist of no-contacts/attritions
The MINIMUM acceptable response rate is about 70%
Less than 70% introduces serious biases in the results
d. Types of Surveys

(1) MAIL Surveys

Generally have the poorest response rates

TECHNIQUES to encourage sampled respondents to participate:

- An advance notice indicating LEGITIMACY of research
  - Sponsor
  - Purpose
  - Importance of those sampled being included
  - Appeal to respond
- A self-addressed stamped RETURN ENVELOPE for questionnaire

- A series of 3 FOLLOW-UP APPEALS for non-participants
  - A reminder of the legitimacy
  - Another copy of the questionnaire
  - A self-addressed stamped return envelope
- An attempt to interview by telephone or in person

(2) TELEPHONE Surveys

Often have marginal response rates (60-80%)

TECHNIQUES to enhance responses:

- An advance notice indicating LEGITIMACY of research

- A request to refusals to arrange a more convenient time
- A repeat attempt to interview by best interviewer(s)
- A FOLLOW-UP mailed card appealing for cooperation
- And/or a follow-up appeal from the project director
  - To arrange a convenient time to be interviewed

- An attempt to interview in person

(3) PERSONAL Surveys

Generally have the best response rates (70-85%)

TECHNIQUES to enhance responses:

- An advance notice indicating LEGITIMACY of research

- A request to refusals to arrange a more convenient time
- A repeat attempt to interview by best interviewer(s)
- A FOLLOW-UP mailed card appealing for cooperation
- And/or a follow-up appeal from the project director
  - To arrange a convenient time to be interviewed
2. **Sample (n)**

   A representative cross-cut of a larger population (N)

   a. Define the N as specifically as possible

      Characteristics - demographic, behavior, etc.
      Size - based on desired Confidence Intervals and resources
      Location and access
b. Types of Samples

**NONPROBABILITY Samples:**
Cannot prove subjects are truly representative of the population

1. **Opportunistic Sample**
   Whoever is available on an accidental/incidental basis
   EG: "Man on the street" interviews

2. **Quota Sample**
   Individuals according to PREselected characteristics
   EG: Predetermined % of gender, age, etc. traits

3. **Purposive Sample**
   Selection of a "typical" group
   EG: Professionals/neighborhoods as "typically" middle class

**PROBABILITY Samples:**
Each member of population has equal chance of being selected
Random numbers can be computer generated or obtained from tables

1. **Simple Random Sample**
   Selection by random numbers from list of individuals
   EG: The 4th, 31th, etc. persons on a voters registration list
   Modified random sample:
   Every 16th household in an area, beginning with the nth
   The most unbiased, simplest, easiest method of sampling
   Best when do not know much about the population

2. **Stratified Random Sample**
   Randomly select defined strata - by area/characteristics/etc.
   Then randomly select units within strata
   Proportional to known distributions
   EG: Sample neighborhoods
   Then sample houses in each sampled neighborhood
   Useful when know something about a large population
   More efficient with a large population
   Can also be used to oversample small group
   Then statistically weight responses to be proportional

3. **Cluster Sample**
   Randomly select defined units
   Then include everyone within those units
   EG: Sample voting places, and include everyone who votes

4. **Stage Sample**
   A combination of strata and cluster sampling
   Sample defined strata/units, then interview everyone in unit
   EG: Sample n urban and n rural voting places
   According to proportions known in a census
   Include everyone in sampled places
3. Questionnaire

Development of an instrument to elicit information relevant to issues
Good questions are essential to get good answers
RELIABILITY - consistently measures same behaviors
VALIDITY - accurately measures what respondents think/feel

a. Identify Information Items

Define the purpose and uses of the research
Identify the general issues
Team discussion is a useful method for developing focus

Qualitative PRESTUDY
Informal observation/discussions with members of the population
Types of ideas/experiences
Range of ideas/experiences
EMIC CATEGORIES that are meaningful to population

Review of relevant literature
Issues already investigated
Items already tested in other studies
Build on existing information - reduce redundancy
Keep purpose/assumptions of other studies in context

Develop a comprehensive LIST of information desired
Categories
Detailed items on which we want to gather information
b. TYPES of Questions

(1) CLOSED Questions

PRECODED response categories are provided
Responses should be based on group's meaningful emic views
In some cases it may be appropriate to "force" a view
EG: Possible actions to institute a policy

The ORDER of response categories
Categories should be ranked based on research goals/issues
By greater quantity, more positive views, etc.
EG: 1 Unfavorable view   1 Yes, approves of discrimination
     2 Favorable view    2 No, disapproves
Greatly helps quick understanding of results during analysis
EG: Relationship between age and attitude (-0.683)

The MORE categories the greater the variability measured
Reliability/validity
EG: Yes/No vs. Very bad/Bad/Good/Very good

An EVEN number of categories best sorts directions
EG: 1 Very opposed
     2 Somewhat opposed
     3 Somewhat favorable
     4 Very favorable
Sometimes an ODD number of categories is appropriate
To measure a middle/noncommittal view
To identify those with a clear direction

More than 3 categories are hard for people to understand
Though can incorporate standard set of more responses
EG: For a long series of attitude questions
     1 Strongly disagree
     2 Disagree
     3 Undecided
     4 Agree
     5 Strongly Agree

ASSETS of closed questions:
Can enter responses directly into dataset
Easier to analyze

LIMITATIONS:
Needs preliminary research to identify emic categories
Meaningful views of research population
Range of views
Have to carefully pretest for meaningfulness and validity

In general, the more work invested BEFORE asking questions
Will make analysis easier
(2) OPEN Questions

Asking for information from their point of view
Should include probing for more in-depth meanings
EG: 10. We would like to learn more about how you feel about your neighborhood. What do you think about this area?
11. What are some of the things you like most?
12. Why do you like these things?
13. What things do you not like so much?
14. Why don't you like these things?

Need to allow sufficient space for responses to be recorded

ASSETS of open questions:
- Elicits more meaningful, valid, and complicated views

LIMITATIONS:
- Hard to code and analyze
- After 20-30 responses can begin developing categories
- Then have to code all interviews
- Subject to researcher bias in interpreting responses

In general, the less work invested BEFORE asking questions
Will make analysis more difficult and complicated

(3) COMBINATION of Open/Closed Responses

Sometimes both open and closed responses can be effective

An open "OTHER" category can be added to closed responses
This can also include a request to explain the response
This helps insure that all views are considered

A open question can probe for meanings to closed responses
EG: 20. In general, do you like or dislike the services?
   1 Dislike
   2 Like
   21. Would you please explain why you feel this way?
Probing can be used to elicit deeper meanings

Closed questions can be used to clarify open responses
EG: 33. What do you think about the services here?
   Now I'm going to read a list of services provided by organizations like yours. Please tell me whether you: like, or dislike these services.
   
   Dislike Like

34. Medical insurance. Do you dislike or dislike the health insurance you receive here?
c. Construction of Questions

Questions should be developed for each item in the information list
And for each set of questions

The researcher assumes the responsibility to HELP the respondent
To understand what we are seeking to learn
To answer with meaningful and valid information
The more we can help the respondent, the better our data will be

The PHRASING should be carefully developed
The wording should be CLEAR
To help the respondent to understand what is being asked
And EXPLICIT
To help the respondent focus exactly on the point being raised
The phrasing should elicit ACCURATE and RELEVANT information
For both questions and responses

Questions should generally be NEUTRAL in inferred meanings
Asking for information or views as they exist
Regardless of their meanings
Sometimes we may want to bias a question AGAINST our purposes
To identify the extremes
To measure the degree of possible opposition
To control for our own biases
Questions should direct the FOCUS of interviewer and respondent
EG: 46. Now we would like to learn more about your views concerning laws on occupational safety. In general, do you think current laws are or are not effective in ensuring work places are safe for workers like you?
   1 Are not effective
   2 Are effective

The visual LAYOUT of questions can greatly help direct the focus
EG: Now we would like to learn more about your views concerning laws on automobile safety. For each of the following laws, please tell us whether you: **Strongly disagree, somewhat disagree, somewhat agree, or strongly agree** with these laws.

   Strongly Somewhat Somewhat Strongly
disagree disagree agree agree

52. Requiring air bags for all cars. Do you strongly disagree, somewhat disagree, somewhat agree, or strongly agree that air bags should be required?

An introductory statement and layout are particularly useful in asking a series of questions

For personal interviews, FLASH CARDS can be used To keep response categories clear Particularly with complicated or a long series of questions They also help to keep the focus clear
Questions should be carefully phrased to help CONTROL FOR BIASES
SOURCES of biases include:

ACQUIESCENCE
- Respondents tend to say what they think the interviewer wants
- Or what is the "correct" answer

SENSITIVE issues
- Respondents may guard deviant or embarrassing behavior

Researcher/interviewer biases
- Conceptual, methodological, situational, personal biases

Several TECHNIQUES can help neutralize the effects of biases:

Include several VALIDITY questions
- Ask different questions to elicit the desired information
- Ask about the respondent's general estimates about the behavior
- Then about his own views and/or behavior
- Ask the questions both positively and negatively
- Place these questions in different parts of the interview

Take the respondent OUT OF FOCUS
- Ask about what "people in general" do/think
- Assumes that HIS views will be expressed

Vary the ORDER of response categories
- Can be randomly varied from interview to interview

Include REVERSE phrasing of the question or categories
- Can be varied from interview to interview

EG: 66. Do you like or dislike this law?

66. Do you dislike or do you like this law?

Conduct FOLLOW-UP INTERVIEWS with subsample of respondents

Go over responses
- Ask to go over MEANINGS and influences in responses

Sometimes may want to purposefully bias questions
- To identify the extremes
- To measure the degree of possible opposition
- To control for our own biases

Review all questions/responses for how data will be ANALYZED
- Make sure valid information will be elicited
- And will be in the most useful format

All questions and sets of questions must be PRETESTED
- To ensure valid and useful information will be elicited
- To test how easy/hard it will be to elicit needed information
- To test the planned procedures for analyzing the information
**Organization of the Questionnaire**

The overall questionnaire should be carefully developed
To make it EASY for the respondents to provide useful information
To help them help us
To DIRECT their mental focus:
   Help them understand what we want to know
   Introduce each section and block of questions
   Organize sections/questions from general to specific
   Inform about sensitive questions
   And ask their help in our understanding
   Ease out

The ORDER of sections normally include:

1. **Instructions to Interviewer (for Telephone/Personal Surveys)**
   - Sampling procedures (as appropriate)
   - Initial greeting
   - Alternate explanations for respondent's questions/hesitations
   - Interview log

2. **Introduction**
   - A lead-in to stimulate interest and cooperation
   - Explain the general purpose of the research and interview
   - Help orient focus

3. **Informed Consent Statement**
   - Purpose of the survey
   - Inform and stimulate interest
   - Length of interview
   - Respondent rights:
     - Complete confidentiality
     - To not respond to any question or participate in the survey
     - To ask any questions
     - Any risks
   - Ask specific permission to be interviewed
   - Consent recorded by respondent and/or interviewer
   - Thanks for participating

   (In mail interviews, return of interview constitutes consent)

Date/time interview begun
(4) General Questions

Initially broad questions
To get respondent comfortable talking
To orient the respondent's focus
To elicit general information

(5) Specific Content Sections/Questions

Questions to elicit specific information about research issue

(6) Sensitive Questions

Save until near end (as appropriate)
Lean-in statement
Inform that are going to ask sensitive questions
Request help in our understandings

(7) Demographic Questions

Important in analysis of social group trends
Normally includes:
  Age, sex, place of birth, citizenship, education
  Marital status, household size/composition, rent/own home
  Household annual income
  Religious denomination, labor/professional organizations
  Registered voter, political party preference, voted
    liberal/conservative

(8) Closing

Wind-down and lead-out
Thanks for help

(9) Interviewer Notes (for Telephone/Personal Surveys)

Information about interview
  Time, problem questions, interferences, etc.
Interviewer ratings on the research issue (if appropriate)
  Respondent's attitudes, validity of responses, etc.
Instructions for interviewer editing
  So all responses are clear and codable

Information/rating items need to be very specific
  With criteria for making judgements very clear
When interviewing in a second language:
Translate into the second language
Separately translate back into primary language
Compare with original for accuracy of relevant information
Pretest
In bilingual surveys have same set of questions front/back

Length
Review possible sections and questions for interview time
Personal interviews - not more than 1 hour
Telephone interviews - not more than 20 minutes

Review draft for how data will be ANALYZED

Include planners/coders/analyzers in questionnaire development
Clear purpose and easily analyzable

Complete
The questionnaire should be ready to use exactly as is
Including instructions, questions, probes, flash cards, etc.
e. Pretesting the Questionnaire

Prepare a complete draft of the questionnaire

DISCUSS in detail with about 10 people from the research population
  Fully explain the purpose of the research
  Are all sections and questions clearly understandable?
  Do they elicit accurate and relevant information on the issues?

ADMINISTER the questionnaire in a trial test with population
  How easy is it to answer?
  How long does it take?

Revise questionnaire as needed
  Specific questions
  Overall organization

Produce final version

Often have to make modifications in the field
  As the questionnaire is "tested" for real
4. Interviewers (for Telephone/Personal Surveys)

a. Interviewer Skills

Interviewers must develop skills for obtaining useful information:
- ELICIT their views and attitudes
- And control for our own views and attitudes
- MANAGE the interview relationship
- Establish cooperation and openness
- Elicit reliable and valid information

Our role: Active learners - of the views of the respondents

Specific interviewing skills:
- FAMILIARITY with the survey purposes/information to be learned
- Sound JUDGEMENT in eliciting useful information
- Obtaining the active COOPERATION of the respondents
- Active LISTENING - for accurate, valid, reliable meanings
- RECORDING interview information - accurate, usable

b. Selection of Interviewers

Responsibility
Control of own biases
Good listeners
Social skills

NOTE: Women often have these skills already developed
- They also generally make less threatening interviewers
c. Interviewer Training

Goals:
- Develop ability to efficiently MANAGE interview
- GUIDING the respondent's focus and interest
- ELICITING useful information
  Vs. reading/asking questions
The survey data will only be as good as the interviewers' abilities

(1) Orientation

- Review PURPOSES and METHODS of the survey
- Build INTEREST and a TEAM atmosphere among group

(2) Review Questionnaire

- Review PURPOSES of each section and question
- FAMILIARIZE with general and specific content

(3) Read Questionnaire

- Have each interviewer read entire questionnaire
  Individually, ALOUD to self
- Get used to questions and own voice
- Develop interviewing voice and tone

(4) Discuss Questionnaire

- Group review of sections and questions
- Clarify meanings and information to be elicited

(5) Review Interviewing Principles (Section 6)

- Preparations - materials, appearance, attitude, etc.
- Making contact - introductions, legitimacy, entre
- Conducting interviews - managing focus, probing, records, etc.

(6) Behavioral Observation (if applicable)

- Observation of respondent's behavior
  Validity, interest level, thoughtfulness, etc.

- Context of interview
  Respondent - appearance, attitudes, social background, etc.
  Setting - presence of others, disruptions, lifestyle, etc.

- Ratings of respondent's attitudes regarding research issues
(7) Role Playing

- Demonstrate role playing and discuss
- Practice interviewing each other
- Develop ease with interview information
- Develop interviewing attitude
- Trainers provide feedback
- Group discuss of interviewing

HOMEWORK: Practice interviews
- Approximate actual interviewing situation
- Review individually for early feedback/development
- Group discussion
5. Interview Assignments (for Telephone/Personal Surveys)

a. Develop General Interview Plan
   - Plot sampling locations on a map
   - Consolidate interviews in same area
   - Segregate initial interviews from follow-ups/refusals
   - Put best interviewers on refusals

b. Develop Daily Interview Plan
   - Plot sampling sets
     - Initial interviews, follow-ups, refusals
   - Identify logistics
     - Personal interviews: Travel, meals, etc.
     - Telephone interviews: Telephone numbers, etc.

c. Interviewer Assignments
   - CHECK OUT
     - Give questionnaire forms
     - Go over list of interviewees
     - Discuss logistics, etc.
   - CHECK IN
     - Go over interview record - completed, no answer, refusals
     - Review each completed questionnaire with interviewer
     - Completeness, accuracy, interviewer notes, editing, etc.

d. Daily Debriefing
   - Discuss progress
   - Review problems
   - Develop modifications

   Develop an effective interview team
   - An important part of the research effort
   - Develop the most effective means for achieving the research goals
6. Survey Interviews (for Telephone/Personal Surveys)

The actual collection of information from the survey population sample

Guiding principle: **Standardized stimulus**
- Ask the SAME questions in the SAME way to all respondents
  - So all differences in responses reflect their differences
  - Not our conceptual, methodological, situational, and personal biases

A survey is DESIGNED to cover a cross-section of what's out there
- This includes all kinds of people
  - Nice/mean, eager/reluctant to talk, optimistic/pessimistic, etc
- The differences reflect on THEM
  - Not us - can't take personally (positively or negatively)
- It INTERESTING to see what's there
  - Enjoy learning!

a. Preparations

- Make sure each interviewer has the necessary MATERIALS
  - Identification badge, letter of introduction, notebook, etc.
  - Corrected questionnaires, flash cards, etc.

- Make sure the interviewers' APPEARANCE is acceptable
  - Neat and clean - "legitimate"

CHECK OUT procedures:
- Go over list of interviewees - addresses, sequence, etc.
- Review logistics, safety considerations, common sense, etc.
- Review general survey issues and plans
  - "Tune in" to research issues
  - Attitude - they are the experts, we are asking their help
  - Respect, interested in their views, humor, etc.
- Go over responses to common objections
b. Making Contact

PURPOSES:
To get inside (for personal surveys)
To keep talking (for telephone surveys)
To initiate a cooperative relationship

Challenges:
To transform being a stranger intruding into people's lives
Into being an INTERESTED LEARNER talking with the "expert"
Interact with the person - vs. read or talk to
Take initiative
But be respectful, and don't be pushy
Ask for their help

Their initial reactions: Curiosity and caution
Draw on their CURIOUSITY
CALM their cautions

Establish our LEGITIMACY:
Ask for the person to be interviewed
Identify ourself - badge
Give a brief explanation - stimulate curiosity
Appeal for their help

Say we want to COME IN and talk
Don't ask "if can" - be positive
Once inside interview highly likely
Refusal rates affect the empirical validity of survey results
Try to get accepted into their home as soon as possible
c. Answering Their Questions (Where Applicable)

(If necessary) explain survey more in general terms
Avoid specific explanations
Explain that have been told cannot bias answers
Suggest they can ask specific questions at end
It is alright to talk about it then

COMMON QUESTIONS:
Be familiar with possible questions and explanations

(1) Who are we?

Show identification tag
Explain the survey is being conducted by the [University]

Explain that YOU are a [student] working for the [University]
It is your JOB to interview people
NOTES: This insulates you from personal intrusion/reactions
It also engenders sympathy for "just doing your job"

(2) How were they selected?

Explain that everyone to be interviewed was RANDOMLY selected
Like a LOTTERY - there is nobody specific in mind

Everyone selected is REPRESENTATIVE of a segment of the public
It's important that we learn their views
Because they do represent the views of others like them
For example, people of their [age,sex,etc.] share views
On such issues as the economy, social issues, etc.
If we miss their views we cannot have a COMPLETE picture

Appeal to their help in our learning what everyone thinks
(3) What good is this? How will the results be used?

Explain that many social issues involve emotional reactions
Policies are made on the basis of a crisis or single event
For example, expensive [day care] programs may be developed
because of a single case of [child abuse]
The issues may not be carefully thought out and planned
So people are disappointed and the program fails

It's important to fully understand what people think
What do people NEED?
What do they WANT [for the kind of care their children get]?

The survey is designed
To learn what people [in our community] THINK and WANT
To build a balanced understanding

We need to understand their views to have a complete picture
THEY are representative of a segment of the public
That's why we need to learn what they thinks
So we can learn what ALL people in the community think

(4) Don't really know much

We need to learn what people do NOT know as well as what do

There are no right or wrong answers
Want to learn what they think
They are the only one that can do this

If they suggest we interview another (father, neighbor, etc.)
That they know more
Explain about the random SELECTION
And how THEY are representative of a segment of the public
We need to understand their views to have a complete picture
Appeal to their help in our learning what everyone thinks

APPEAL for their HELP
(If necessary) explain that you are just doing your job
They are the experts on what they think

In cases of tough/hostile questions, refer to project director
Is not the interviewer's job to deal with conflict about survey
Explain that you are just doing your job
BE POLITE
Even if they are rude/hostile, this reflects on THEM - not you
A survey is DESIGNED to get a cross-section of what's out there
And we really would like to find out what they ALL think!
d. Securing the Interview

Try to get inside (for personal surveys)

APPEAL for their HELP
(If necessary) explain that you are just doing your job
They are the experts on what they think

Once they have consented (for personal surveys)
Ask if we can talk somewhere that is COMFORTABLE and PRIVATE
Suggest an obvious place
We want to maintain their attention/interest
And avoid distractions/disruptions

e. Informed Consent

We are required to obtain their informed consent

Participants have the RIGHT to:
Know the purpose of the study
Complete confidentiality
Not respond to any question or not participate in the survey
Ask any questions about the interview
Know of any risks

Inform them of their rights
Ask their specific permission to be interviewed
Record their consent

Follow the instructions on the questionnaire
f. Managing the Interview

Interviewing functions on two LEVELS:

(1) Eliciting information on the research issues

(2) MANAGING the interview

DIRECTING the respondent's mental focus
   Initial general orientation
   Specific focus from section to section, question to question

TEACHING the respondent how to provide us useful information
   Most questions and response categories are not "normal"
   HELP them help us
   Respondent needs to develop ease in answering
   Clear INSTRUCTIONS
   ENCOURAGEMENT in attempts to respond
   Can sometimes visually read questions WITH the respondents

Keeping the PACE
   Both we and they have other things to do
   We want to learn - but as efficiently as possible
   Move faster through less important sections
   Probe for depth in more important sections

Building a RELATIONSHIP
   We want them to feel comfortable in sharing their views
   Be INTERESTED - we are the learners
      All kinds of people will be interviewed
      All are interesting
      All can provide us with useful information
   INTERACT with the respondent
      DISCUSS the items - rather than dry questioning
   HELP them help us
   Be aware of their reactions
   Help with items that may be complicated or uncomfortable
g. Asking the Questions

STANDARDIZE all questions
All interviews should be conducted exactly alike
As much as is possible
Any differences should be THEIR differences
Not individual differences from interview to interview
Not differences among interviewers

Ask all questions EXACTLY AS WRITTEN
Speak distinctly
Follow written phrasing
In the order questions in which questions are written
All questions, and all parts of questions
If the question not understood, repeat it as written

Introductory statements and instructions CAN be discussed
To help maintain the focus

Ask all questions in a NEUTRAL manner
Do not BIAS the respondent's perspectives
Do not try to prompt, lead, direct, or give examples
Do not try to add a specific interpretation of the question
Do not give examples
Do not indicate own feelings
We want to understand their views - not our own

Encourage their responding (vs. their particular responses)
Be interested - look at them when they speak
Make encouraging (but neutral) movements, noises, comments
EG: Nod, "That's interesting," etc.
Recognize their efforts to answer difficult/sensitive items
Show respect - that it's alright to have views

Keep up the pace
h. Probing

PROBING is a technique for eliciting deeper views
Can direct the course of the conversation
But follows their conceptual categories/experience

TECHNIQUES for probing:

(1) ECHO

Use their statement as a basis for deeper inquiry
EG: "People are afraid? I wonder why."

(2) Ask for MORE INFORMATION

Ask for a further explanation of what they mean
EG: "What else?", "Is there another one like that?", etc.
Asking "What?" calls for more information
Vs. asking "Is there anything else?" (too easy to say "No")

(3) ENCOURAGEMENTS

Make encouraging (but neutral) movements, noises, comments
EG: Nod, lean towards, "Hmm!, "That's interesting," etc.

DO NOT LEAD - involves a predisposed/assumed view
Do not ask for an answer to a specific interpretation
EG: "Did John lose the race?"
Do not give examples, etc.
Do not ask a Yes/No question
Leading calls for a biased response
Imposes our mindsets
Elicits acquiescence, coverup of private matters, etc.

If at stumbling point, explain exactly what we are trying to learn
Can ask for them to give an example

Dealing with uncomfortable situations:
Take individuals out of focus
EG: "What do PEOPLE think about that?" (IE, what do YOU think?)
Generalize
EG: "Someone else said that..."
Build personal sharing - cite own experience, etc.
EG: "My mother once told me that."
Sympathize
EG: "I really get tired from this kind of thinking too."

Be interested, show respect
i. **Recording Responses**

   A pencil is preferred

   Record all responses on the interview form
   It is alright to use shorthand/abbreviations
   As long as the text is written out later for the coder

   Put an answer to all questions
   Put an "X" over pre coded response codes
   Or "DK" (don't know) or "NR" (no response)
   If no answer, add a note explaining why

   Record their responses
   As COMPLETELY as possible - can use back or spare sheets
   As verbatim as possible - in respondent's own words
   Vs. our paraphrase - which introduces biases
   Our interpretations
   Or what we want them to say

j. **Closing the Interview**

   When the interview is over it can be awkward to break it off
   They have revealed views and feelings
   A relationship is being ended

   We want to leave behind good feelings
   Thank them for their help
   They have helped us learn
   Can be personal
   Joke, share our own experiences, etc.

   (If necessary) Answer any questions about the survey/questions
   Reassure about confidentiality
   If there are tough questions, refer to project director
   Use "just doing a job" if necessary to ease out

   If they express interest in the survey results
   Say can contact the project director - give name and address
   Or take name/address - give to project director
k. Interviewer Comments

Fill out all items
Including length of interview, characteristics of respondent, etc.

Interviewer ratings of respondent's attitudes/views (if applicable)
Use best judgement for ratings (know the respondent the best)
Briefly explain

k. Editing

Edit the whole interview as soon as possible
While still fresh in your mind

Go over every item
All items are completed
Make explanatory notes where necessary (margins, back side)
Note respondent's behavior RE validity, background, etc.
Legible (for coder to read and understand)
Complete

The interviewer's signature indicates complete editing

l. Debriefing Interviewers

CHECK IN procedures:
Go over interview record with interviewer
Note completed, no answer, refusals
Review each completed questionnaire with interviewer
Completeness, accuracy, interviewer notes, editing, etc.
Responses clear for coding
Identify interviewing problems
Make modifications in questionnaire/methods as appropriate
Provide feedback

Daily debriefings with all interviewers
Training continues throughout the interviewing stage
Identify common problems - and how to handle them
Questions, responses, recording
Interviewing techniques
Identify good interviewing tricks - learn from each other
7. Data Analysis
   
a. Codebook

   A codebook is a plan for coding and analyzing each variable
   Should be well thought out before actual coding of responses

   (1) Identify all variables in questionnaire
   
   Specific items to be coded

   (2) Identify specific codes for each variable:

   CLOSED Questions
   Response choices = code
   For each item, assign a code for each possible answer
   EG:          Dislike Like
   34. Medical insurance. Do you like or not  1 2
       like the health insurance you receive?
       Assign a one-digit code, "1" or"2" (as appropriate)

   FIXED Questions
   Allow for maximum response choices
   For each item, assign a maximum-digit response code
   EG: For "Age" assign 2 digits (01 through 99)

   OPEN-ENDED Questions
   Review about 30 responses
   Identify major categories of responses
   Based on the research GOALS
   The RANGE of responses
   The FREQUENCY of responses
   Rank the categories
   Based on the research GOALS
   Assign a code for each high-frequency response type
   Or additional response type relevant to research goals
   Assign an "Other" category for low-frequency responses
   EG: Q 34. What do you think of the services here?
       0 No response
       1 Not very good quality
       2 Not very accessible
       3 Likes the quality
       4 Excellent, both good quality and accessible

   OTHER codes include:
   "NA": No answer - question not asked (EXPLAIN)
   "NR": No response given to question (EXPLAIN)
   These can normally be coded "0" or left blank
   Depending on statistical package for quantitative analysis
(3) Assign a RECORD and COLUMN number and a NAME for each variable

Each RECORD normally has a maximum of 80 COLUMNS
A continuous set of numbers are assigned each variable
Including the Interview Number
The appropriate number of digits for each variable/question
Demographic characteristics, interviewer comments
Interviewer
Each variable NAME is assigned - normally ≤ 8 digits

(4) A copy of the COMPLETE CODEBOOK is produced

One for each coder, project director, etc.

The codebook will be used throughout the analysis
Coding
Referring to codes in interpreting quantitative results
Etc.
b. Coding and Data Entry

Accurate coding and data entry are an essential step in analysis.

Data errors are easy to make and are bound to happen.

The most common errors are:
- Missing a number, so that all figures slip over a column
  - EG: "13428860" for "134288860"
- Mixing look-alikes
  - EG: "1" and "7"
- Transposing numbers
  - EG: "86" for "68"

Coding/entry procedures should PLAN on finding/correcting errors

1. Code each completed questionnaire

   Each day
   - Bring any questions to the interview supervisor and director
   - Where necessary have project director make coding decisions
   - Where necessary recode previous questionnaires
   - Ensure all future coding is consistent with decisions

2. Have a second coder go over each completed questionnaire

   Bring any questions to the interview supervisor and director

3. Enter the data for each questionnaire into a computer file

   Each day
   - Where possible, set up a computer format for data entry
   - Have a second person read numbers (in sets of 2-3) to puncher
   - Print a copy of the data entered
   - Read data to someone checking against original interview
   - Correct dataset as necessary
c. Data Checks

Before analysis, the dataset needs to be tested
To identify its strengths and limitations
How it can and cannot be used

(1) Errors

The most common errors are:
- Missing a number, so that all figures slip over a column
- Mixing look-alikes
- Transposing numbers

To check for errors in the dataset:
- Print an initial copy of the dataset
- Print the frequencies for each variable
- Check the distribution of responses for each variable
  - EG: A "4" exists where responses are normally 0 through 3
- Check the appropriate columns in the dataset for the error
- Check figures against the original interview as necessary
- Make corrections as necessary

Data check programs can also be developed
To test for unknown/illegal data for each variable
(2) Reliability

Reliability is the replicability of results

SOURCES of unreliable data include:

Nonrepresentative sampling
Respondents do not represent research population
So responses vary accordingly
Interviewer differences
Interviewers ask differently or otherwise introduce biases
Changes over time
People's views are vague and not well formed
People change their views as they consider the issues
Unusual intervening events
A particular event heightens people's awareness of an issue
And introduces a bias in people's awareness
This can include being interviewed
By interviewing, some people form views
These views can be spread to other respondents
Even before they are interviewed
This is a particular in a small/cohesive research group

RELIABILITY TESTS include:

**SPLIT-HALF** reliability test
Randomly assigning respondents into two groups
Test for significant differences on each variable

**INTER-INTERVIEWER** test
Conduct analysis of variance on interviewers
To identify significant responses by interviewer
If significant differences are found
Test each interviewer against the others

**TIME-FRAME** test
Conduct analysis of variance by dates of interviews
To identify significant differences across time

Other tests may be conducted where biases may be suspected
Including significant differences in age, gender, etc.
(3) Validity

Validity is the exactness with which data measure phenomena

SOURCES of invalid data include:
- Imprecise concepts of phenomena to be measured
- Inaccurate methods to measure phenomena being studied
- Untruthful answers given by respondents
  - Acquiescence - trying to give "correct" or "polite" answer
  - Recall bias - biased memory of what thought or did
  - Lying - not saying what really think or do

VALIDITY TESTS include:

- Relationship between variables designed to elicit same thing
  - Insignificant or weak correlations
    - EG: Response to "Of what country are you a citizen?" is "USA"; when response to [later] question "Where were you born?" is "Toronto, Canada"; and response to [later] question "How long have you been in the U.S.?" is "2 years" (much below the residency requirement for immigrants)

- Relationship between responses and known facts
  - EG: Response to "How old is your son?" is "8 years" when birth records indicate 10 years

- Relationship between responses and interviewer observations
  - EG: Response to "Where were you born?" is "USA"
    - When interviewer notes "Speaks no English"

The project director and other team members have to make decisions
- On inaccurate, unreliable, and invalid data
- What are the best measures?
  - For the dependent, independent, and control variables
  - May have to throw out unreliable or invalid variables
  - At the minimum may have to QUALIFY uses and interpretations
- Are OBLIGATED to report any limitations in data
d. Data Reorganization

Scales of several variables may be constructed to better measure a multi-faceted factor.

A scale may be composed of the SUM of a set of variables.
EG: "Knowledge" may be constructed by how many items a respondent knows.

A scale may be composed of the statistical INTERRELATION between a set of variables.
FACTOR ANALYSIS can indicate how much variables measure the same phenomenon.
EG: Q.42 Do you believe the cost of medical care is too high?
and Q.61 Do you think the government should help cover the cost of medical care?
may be highly interrelated
with Q.42 loading .8966 on Factor 1
and Q.61 loading .8744 of Factor 1
and Factor 1 accounting for .787 of the variance.
So "Attitudes towards health care" may be constructed
by taking Q.42 (the strongest correlation) as a measure
or by computing the scale based on factor values.

Scales must be logically justified.
In terms of both the research goals and the variables used.
e. Patterns

For each dependent, independent, and control variable produce:

**FREQUENCIES** - to indicate the **RANGE** and **DISTRIBUTION** of values

*EG: Attitudes towards mandatory drug testing of employees*

1. Strongly agree 12%
2. Somewhat agree 14%
3. Somewhat disagree 36%
4. Strongly disagree 38%

And often the **MEANS** or other measures of central tendencies

*EG: Age 36.2 year*

- Household size 4.2 persons
- Annual income $21,634.98

**STATISTICAL ASSUMPTIONS** about the level data must be kept in mind:

**NOMINAL** data
- Categories where one value is not assumed to be greater than another
  - *EG: Church - Baptist is not "greater" than Catholic*

**ORDINAL** data
- Ranks where one value is assumed to be greater than another
- But the exact distance between values is not known
  - *EG: Strongly disagree, disagree, agree, strongly agree*

**INTERVAL** data
- Ranks where there is a known distance between values
  - *EG: Age - 36 years vs. 42 years*
  - *Income - $42,000 vs. $12,000*

Patterns are the first step in understanding the data
The range and distribution of behavior
This forms the **BASIS** of interpretations

*EG: When prejudice is demonstrated to be*

1. Very prejudiced 20%
2. Somewhat prejudiced 48%
3. Not prejudiced 32%

A significant correlation of -.3211 between prejudice and income has to take into account that the most people have some prejudice, and therefore the statistic is primarily distinguishing between the MOST prejudiced and the LEAST prejudiced
f. Relationships

RELATIONSHIPS are the ultimate focus of analysis
What factors influence the dependent variables

STATISTICAL ASSUMPTIONS about the level data must be kept in mind:
EG: NOMINAL data - Phi
    ORDINAL data - Spearman's Rho
    INTERVAL data - Pearson's r

BINARY correlations indicate individual influences:
Significance: How much is the relationship likely to be CHANCE
    for a given population?
Strength: How much does the independent variable INFLUENCE the
    dependent one?
EG: The correlation between income and prejudice is -.3211
    with p=.0012
    It is highly likely that this relationship is true,
    but, while it is an inverse association,
    the relationship is only a mild one
Generally, correlations $\leq .05$ or .01 level of significance
and $\geq .250$ strength are reported
Correlations $\geq .60$ are normally quite strong
    in the social/behavioral sciences

MULTIVARIATE analysis indicates the combined influence
of a set of independent variables on a dependent one
REGRESSION and ANALYSIS OF VARIANCE are normally used
Any set of variables that explains $\geq .50$ of the variance
    is usually quite strong in the social/behavioral sciences
That is, how much of the distribution of the dependent variable
is explained by the set of independent ones?
Though the alternate view of how much is NOT explained
must be kept in mind
g. Interpretations

The interpretation of quantitative results should seek to EXPLAIN:
Both PATTERNS and RELATIONSHIPS
The MEANINGS of behavior to the research population
The FUNCTIONS of behavior in the research population

If possible, review results with people of the research population
Ask if the results make sense to them
If so, ask what the results MEANS to them
And how do the behaviors FUNCTION to help meet life challenges
Also, ask WHAT ELSE helps explain the [dependent variables]
To make sure we have a comprehensive understanding of the data
And what else may be operating not explained by the data
8. Reporting

In reporting survey/quantitative results
Follow the general format used by professional journals in the field

Such reports generally include consideration of:

METHODS:
Definition of the research population
Sampling techniques
Comparison of the sample with census data (if appropriate)
Response rates
Confidence intervals, or similar measures of variation in responses

QUANTITATIVE FINDINGS:
Tables and/or graphics that give patterns and relationships
Summary

Points of DISTORTION in field survey research:
- Sampling
- Questionnaire preparation and phrasing
- Interviewer training and interviewer reliability
- Statistical procedures appropriate for different levels of data
- Keeping interpretations within bounds of data

ASSETS of survey research:
- Findings are representative of the study population
- Can demonstrate the range and distributions of behavior
- Can demonstrate the significance and strengths of relationships

LIMITATIONS of survey research:
- Understanding the depth of meanings of behavior may be limited
- The validity of responses is subject to biases

OTHER QUANTITATIVE TECHNIQUES:
- Structured observation
- Standardized tests
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