

COLLEGE OF EDUCATION, NAGAON



WORKSHOP REPORT

ON

PREPARATION OF QUESTIONNAIRE

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CONTENT

INTRODUCTION

TYPES OF QUESTIONNAIRE

ADVANTAGES OF QUESTIONNAIRE

DISADVANTAGES OF QUESTIONNAIRE

CONCLUSION

SAMPLE QUESTIONNAIRE

REFERECES

INTRODUCTION:

A questionnaire is a popular means of collecting all kinds of data in research. It is widely used in educational research. It is used when factual information is desired. When opinions rather than facts are desired, questionnaire is used.

The questionnaire was invented by Sir Francis Galton, a British anthropologist, explorer and statistician in late 1800. Questionnaire forms the backbone of any survey and the success of it lies in the designing of a questionnaire.

A questionnaire is used in case resources are limited as a questionnaire can be quite inexpensive to design and administer and time is an important resource which a questionnaire consumes to its maximum extent, protection of the privacy of the participants as participants will respond honestly only if their identity is hidden and confidentiality is maintained and corroborating with other findings as questionnaires can be useful confirmation tools when corroborated with other studies that have resources to pursue other data collection strategies.

Questionnaires are frequently used in quantitative marketing research and social research. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. Adequate questionnaire construction is critical to the success of a survey. Appropriate questions, correct ordering of questions, correct scaling or good questionnaire format can make the survey worthwhile, as it may accurately reflect the views and opinions of the participants. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pretest among a smaller subset of target respondents.

According to Goode & Hatt, "In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself."

Another definition according to Barr, Davis and Johnson, "A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."

TYPES OF QUESTIONNAIRE:

The questionnaires can be classified in terms of the nature of the questions which are used. They are structured and unstructured questionnaire. The researcher may use one type exclusively or both in combination. A mixture of both is the quasi-structured questionnaire.

- **STRUCTURED QUESTIONNAIRE:** Structured questionnaires include pre-coded questions with well defined skipping patterns to follow the sequence of questions. Most of the quantitative data collection operations use structured questionnaires. Advantages of such structured questionnaires are less discrepancies, easy to administer, consistency in answers and easy for the data management. Some points of structured questionnaire are-
 - i. It has definite and concrete questions.
 - ii. It has to be prepared well in advance so as to ask as many questions and receive information from the respondent.
 - iii. A formal inquiry is initiated.

- **UNSTRUCTURED QUESTIONNAIRE:** Unstructured questionnaires include open ended and vague opinion type questions. May be questions are not in the format of interrogative sentences and moderator or the enumerator has to elaborate the sense of question. Focus group discussions use such questionnaire. Some points of unstructured questionnaires are-
 - i. Usually used at the time of interview.
 - ii. It does not require much planning and time.
 - iii. More flexible for applying in many areas.

- **QUASI-STRUCTURED QUESTIONNAIRE:** Not all questions are easily pre-coded with almost possible alternatives of answers. Given answer alternatives of some questions in standard questionnaire are left as 'others'. A common and pragmatic practice is that most of the questions are structured, however, it is comfortable to have some unstructured questions whose answers are not feasible to enumerate completely. Such a type of questionnaire is called as quasi-structured questionnaire.

ADVANTAGES OF QUESTIONNAIRE:

- Questionnaire is cheap, quick and provides relatively easy access to geographically scattered respondents.
- It provides respondents with the opportunity to consider their responses after looking up records and consult other people.
- The anonymity of self-administered questionnaire helps a respondent to answer questions on sensitive issues of confidential nature.
- The use of mailed questionnaire avoids the hassle of non-contacts i.e. respondent not being in when the researcher calls at his place.
- The respondents can complete the mailed questionnaire at a time convenient to them. There is no researcher bias because of his absence.

DISADVANTAGES OF QUESTIONNAIRE:

- The questionnaire cannot be used with children and illiterates.
- The return of the mailed questionnaire is often as low as 40 percent to 50 percent. As a result of this poor response, the data obtained are often of limited validity. The respondents who return the questionnaires may not be representative of the entire group. It will make the sample a biased one and thus vitiate the feelings.
- Sometimes respondents may not like to respond in writing to the questions of intimate and confidential nature or to the questions involving certain controversial issues.
- It is sometimes difficult to formulate and phrase questions on certain complex, delicate and intricate problems.
- There is no check on a respondent who misinterprets a question or gives incomplete or indefinite problems.
- There is no check on a respondent who misinterprets a question or gives incomplete or indefinite responses.
- Sometimes the respondent may modify his earlier original responses to the questions when he finds that his responses to latter questions are contradicting the previous ones.
- There is no facility to probe or seek clarification from respondents for their responses. The responses given by the respondents are accepted as final.

CONCLUSION:

Questionnaire is a tool which can be used in any type of research. Collecting information using a questionnaire as part of a research study, service evaluation or audit is now common practice. There is a variety of questionnaire types that can be used. Whichever way questionnaires are used and for whatever purpose, the same design rules should apply in their construction to ensure that they are appropriate for their intended use. Questionnaires have advantages over many types of surveys because they are cheap and can easily target groups of interest in many ways and they can be used to target a large audience in a wide geographical area. No matter which approach is chosen to collect data, it is impossible to get hundred percent responses rates. All types of surveys have advantages and disadvantages, in some of them, the researchers have more control over the situation.

SAMPLE QUESTIONNAIRE:

This self instructed questionnaire is used for knowing the teachers' perception on teaching styles impact on students' learning skills.

Name-

Age-

Gender-

Educational institution-

- Lecturing is a significant part of how I teach each of the class sessions.
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree

- In my classroom I prefer hands on practices rather than theoretical knowledge.

- a) Strongly agree

- b) Agree

- c) Neutral

- d) Disagree

- e) Strongly disagree

- I often make small group discussions for students to develop their ability to think critically.

- a) Strongly agree

- b) Agree

- c) Neutral

- d) Disagree

- e) Strongly disagree

- I give importance on interaction with students.

- a) Strongly agree

- b) Agree

- c) Neutral

- d) Disagree

- e) Strongly disagree

- Examples from my personal experiences often are used to illustrate points about the material.

- a) Strongly agree

- b) Agree

- c) Neutral

- d) Disagree

- e) Strongly disagree

- I like to give students opportunity to explore how to learn.

- a) Strongly agree

- b) Agree

- c) Neutral
- d) Disagree
- e) Strongly disagree

- I provide regular positive feedback to support students' beliefs that can do well.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

- I give task for students that are neither too easy nor too hard for them.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

- I help students in discover meaning and value in the learning material.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

- I do work for developing students' strength and interest.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

- I set high standards for students in this class.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

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