Understanding Quantitative and Qualitative Research in Psychology - A Practical Guide to Methods Statistics and Analysis 1st edition Bourne Test Bank

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Chapter 2 Questionnaire design

Test Bank

Type: multiple choice question
Title: Chapter 2 Question 1
1) What types of psychological research are questionnaires useful for?
a. Experimental
Feedback: Questionnaires are highly adaptive and useful for all types of research.
Section reference: Questionnaires and research designs
b. Correlational
Feedback: Questionnaires are highly adaptive and useful for all types of research.
Section reference: Questionnaires and research designs
c. Qualitative
Feedback: Questionnaires are highly adaptive and useful for all types of research.
Section reference: Questionnaires and research designs
***d.** All types of research
Feedback: Questionnaires are highly adaptive and useful for all types of research.
Section reference: Questionnaires and research designs

Type: multiple choice question
Title: Chapter 2 Question 2
2) What is wrong with this item? “I enjoy relaxing and socialising with friends”.
***a.** The question includes two components.
Feedback: It is generally not good practice to have questions include two components as participants may feel differently about each aspect of the item. Instead, try to create two separate items.
Section reference: Writing the questions
b. It is a double negative.
Feedback: It is generally not good practice to have questions include two components as participants may feel differently about each aspect of the item. Instead, try to create two separate items.
Section reference: Writing the questions
c. It is unethical.
Feedback: It is generally not good practice to have questions include two components as participants may feel differently about each aspect of the item. Instead, try to create two separate items.
Section reference: Writing the questions
d. It is not specific enough.
Feedback: It is generally not good practice to have questions include two components as participants may feel differently about each aspect of the item. Instead, try to create two separate items.
Section reference: Writing the questions

Type: multiple choice question
Title: Chapter 2 Question 3
3) What is wrong with this item? “I do not agree that all opinions should not be respected”.
***a.** It includes a double negative.
Feedback: Items that include double negatives can be confusing to read which can lead to bad data being provided by the participant.
Section reference: Writing the questions
b. It includes two components.
Feedback: Items that include double negatives can be confusing to read which can lead to bad data being provided by the participant.
Section reference: Writing the questions
c. It is unethical.

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Feedback: Items that include double negatives can be confusing to read which can lead to bad data being provided by the participant.
Section reference: Writing the questions
d. It is not specific enough.
Feedback: Items that include double negatives can be confusing to read which can lead to bad data being provided by the participant.
Section reference: Writing the questions

Type: multiple choice question
Title: Chapter 2 Question 4
4) Which of the following would best describe an open-ended response option?
a. When you have participants answer by rank ordering set choices
Feedback: Open-ended responses generally provide a blank space for a participant to freely provide an answer.
Section reference: Creating the responses
***b.** Leaving a blank space for a participant to write an answer
Feedback: Open-ended responses generally provide a blank space for a participant to freely provide an answer.
Section reference: Creating the responses
c. Having a categorical response option
Feedback: Open-ended responses generally provide a blank space for a participant to freely provide an answer.
Section reference: Creating the responses
d. Having a participant answer using a Likert scale
Feedback: Open-ended responses generally provide a blank space for a participant to freely provide an answer.
Section reference: Creating the responses

Type: multiple choice question
Title: Chapter 2 Question 5
5) If I were to design a questionnaire on happiness, which of the following would be an example of a reversed item?
a. I am usually a happy person.
Feedback: Reversed items aim to capture the opposite of what you are measuring, so in this case strongly agree answers should indicate low levels of happiness.
Section reference: Creating the responses
b. I am often in a cheerful mood.
Feedback: Reversed items aim to capture the opposite of what you are measuring, so in this case strongly agree answers should indicate low levels of happiness.
Section reference: Creating the responses
***c.** I rarely express joy.
Feedback: Reversed items aim to capture the opposite of what you are measuring, so in this case strongly agree answers should indicate low levels of happiness.
Section reference: Creating the responses
d. I rarely find myself afraid.
Feedback: Reversed items aim to capture the opposite of what you are measuring, so in this case strongly agree answers should indicate low levels of happiness.
Section reference: 15 Creating the responses

Type: multiple choice question
Title: Chapter 2 Question 6
6) If you wanted to know whether the items of your questionnaire all measure the same thing, then what type of reliability would this reflect?
***a.** Internal consistency
Feedback: Whether the items of a questionnaire all measure the same thing is an example of internal consistency.
Section reference: Validity and reliability in questionnaire design

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b. Inter-rater reliability
Feedback: Whether the items of a questionnaire all measure the same thing is an example of internal consistency.
Section reference: Validity and reliability in questionnaire design
c. Test-retest reliability
Feedback: Whether the items of a questionnaire all measure the same thing is an example of internal consistency.
Section reference: Validity and reliability in questionnaire design
d. Construct reliability
Feedback: Whether the items of a questionnaire all measure the same thing is an example of internal consistency.
Section reference: Validity and reliability in questionnaire design

Type: multiple choice question
Title: Chapter 2 Question 7
7) What is the response type used in the following question?
What is your highest level of education?
a. GCSE
b. A-Level
c. Degree
a. Open-ended
Feedback: Responses that get participants to select which category they 'belong' to is an example of a categorical response.
Section reference: Creating the responses
b. Rank order
Feedback: Responses that get participants to select which category they 'belong' to is an example of a categorical response.
Section reference: Creating the responses
c. Likert
Feedback: Responses that get participants to select which category they 'belong' to is an example of a categorical response.
Section reference: Creating the responses
***d.** Categorical
Feedback: Responses that get participants to select which category they 'belong' to is an example of a categorical response.
Section reference: Creating the responses

Type: multiple choice question
Title: Chapter 2 Question 8
8) If we wanted to check that our questionnaire had a good level of internal consistency, which statistic could we use?
a. Descriptive statistics
Feedback: Cronbach's alpha is a way of assessing the internal consistency of a questionnaire.
Section reference: Validity and reliability in questionnaire design
b. *t* test
Feedback: Cronbach's alpha is a way of assessing the internal consistency of a questionnaire.
Section reference: Validity and reliability in questionnaire design
c. Multiple regression
Feedback: Cronbach's alpha is a way of assessing the internal consistency of a questionnaire.
Section reference: Validity and reliability in questionnaire design
***d.** Cronbach's alpha
Feedback: Cronbach's alpha is a way of assessing the internal consistency of a questionnaire.
Section reference: Validity and reliability in questionnaire design

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Type: multiple choice question
Title: Chapter 2 Question 9
9) When calculating questionnaire scores, how might choosing the sum or the mean of the items affect your statistical analyses?
a. It wouldn't affect the descriptive statistics, but would affect the significance of any test.
Feedback: Choosing the sum or the mean of the items would affect your sample mean and range, but it wouldn't affect the significance in any inferential tests.
Section reference: Analysing questionnaire data
***b.** It wouldn't affect the significance of any test, but would affect the descriptive statistics.
Feedback: Choosing the sum or the mean of the items would affect your sample mean and range, but it wouldn't affect the significance in any inferential tests.
Section reference: Analysing questionnaire data
c. It wouldn't affect anything.
Feedback: Choosing the sum or the mean of the items would affect your sample mean and range, but it wouldn't affect the significance in any inferential tests.
Section reference: Analysing questionnaire data
d. It would affect both the descriptive statistics and the significance of the test.
Feedback: Choosing the sum or the mean of the items would affect your sample mean and range, but it wouldn't affect the significance in any inferential tests.
Section reference: Analysing questionnaire data

Type: multiple choice question
Title: Chapter 2 Question 10
10) What is wrong with this item? "I exercise on a regular basis".
a. It is a double negative.
Feedback: The statement is too vague. Avoid using terms that are open to interpretation such as 'regularly'. Instead try to be specific.
Section reference: Writing the questions
b. It is unethical.
Feedback: The statement is too vague. Avoid using terms that are open to interpretation such as 'regularly'. Instead try to be specific.
Section reference: Writing the questions
***c.** It is not specific enough.
Feedback: The statement is too vague. Avoid using terms that are open to interpretation such as 'regularly'. Instead try to be specific.
Section reference: Writing the questions
d. It includes two components.
Feedback: The statement is too vague. Avoid using terms that are open to interpretation such as 'regularly'. Instead try to be specific.
Section reference: Writing the questions

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