

## Here Comes Another Questionnaire! The Questionnaire Allergy among Business Executives in Ghana

Kwesi Amponsah-Tawiah\*, Kwasi Dartey-Baah, Aaron Makafui Ametorwo  
University of Ghana Business School, P. O. Box LG 78, Legon, Accra, Ghana

\* [kwesi.amponsah@gmail.com](mailto:kwesi.amponsah@gmail.com)

### Abstract

The paper seeks to find out reasons for completion or non-completion of research questionnaires, and to sample general views regarding questionnaire administration and reaction by respondents. It makes recommendations as to how questionnaires should be designed in order to increase response rates. The convenient sample and purposive sampling designs were used in obtaining information from 95 students reading for the Executive Masters in Business Administration at the University of Ghana Business School, through the use of questionnaires. Previous studies have pointed out that through poor response rates, the validity of questionnaires is compromised. The paper confirms the previous findings and adds that ambiguity of questions, too lengthy questionnaires and many open-ended questions militate against completion of questionnaires. Further research in this area has been suggested, and recommendations as to how questionnaires should be constructed in order to elicit better response rates have been provided.

**Keywords** – Questionnaire, Researcher, Respondent, Business Executive, Response Rate.

### 1. Introduction

At the end of every academic year, thousands of students are produced by both private and public universities in Ghana. A large proportion of such students, at the end of their period of study, are required to submit a long essay or thesis. In conducting their research, these students employ several research strategies, including the strategy for data collection. Largely, the use of questionnaires has become one of the most popular modes of data collection, partly because the result from respondents are written and so can be easily assessed by the researcher through data analysis.

The questionnaire survey stands out as the most used quantitative instrument for collecting data in survey research (Cohen et al., 2000; Blaxter et al., 2001; Bryman, 2004). It is viewed as the most practical and systematic way of collecting data (Wilson, 1996; Bryman, 2004). It involves presenting the same questions to a group of respondents in a similar manner and recording responses in a systematic and methodological way that exemplifies the scientific approach to data collection a feature that makes analysis straight forward (Cohen et al., 2000). Its cheapness and quickness in terms of administration and the absence of interviewer effects and variability as well as its convenience for respondents makes it an attractive instrument for many survey researchers (Bryman, 2004) especially students.

Hinds (2000), believes that when a researcher needs to gather information from a large sample scattered over a relatively large geographical area and the information needed is not too complex and language and literacy are not a problem, then the questionnaire survey becomes an appropriate method. He further asserts that the questionnaire survey is an exclusive choice where the researcher wants to make generalisations or comparisons about and between groups.

Administering the questionnaire survey is an important part of the data gathering process, which requires a careful consideration in order to achieve higher return rates from respondents. Three main methods of questionnaire administration exist. These are: face-to-face, postal or mailed and telephone administration (Cohen et al., 2000; Wilson, 1996; Bryman, 2004). The choice of a particular method of administration is dependent on a number of factors. For instance, in developed economies where there are excellent infrastructural base such as reliable telecommunication and efficient postal systems, the postal and telephone methods are preferred over and above the quite expensive face-to-face method (Wilson, 1996; Cohen et al., 2000). The opposite is true for developing

economies like Ghana where there are no proper demarcations in respect of streets and address systems, coupled with an inefficient and unreliable postal system to facilitate the use of the postal method. Low accessibility to both fixed and mobile phones in developing economies does not allow for the use of the telephone method in most of these. Hence, the face-to-face method becomes the most convenient approach to administering questionnaires in these areas.

In Ghana, just like most developing economies, individuals who are target respondents for academic studies have limited or no facilities to allow the use of the postal and telephone methods of questionnaire survey. Hence, the face-to-face method with its high return rate has always been considered not only as a convenient approach but also the best approach considering the time that these students have to complete their study.

Questionnaires enable respondents to give their candid opinions about their beliefs, reactions and attitudes (McMillan & Schumacher, 1989). The questionnaires could be open-ended or close-ended, or a combination of both. Open-ended questions require respondents to indicate in writing, their opinion about a given subject matter. Close-ended questions, on the other hand, require the respondent to indicate, by marking or ticking from a set of responses on a given scale.

The information gained from the results of the questionnaire could relate to feelings, beliefs, experiences or attitudes of the respondents. The information may also relate to other situations or persons other than the respondent (Okobia, 1998). Questionnaires can gather data from a large group relatively inexpensively, and may be a workable way to assemble a statistically significant pool of subjects (Questionnaire design, n.d.).

## **2. Problem Statement**

Two important factors related to the use of questionnaires for research are the willingness to respond to the questionnaires, and the actual response rate. Willingness to respond to questionnaires often seem to overwhelm researchers. However, the actual response rates turn out to be rather disappointing in many instances. For example, an individual, group, or organisation may initially show signs of readiness to respond to the questionnaires. Further follow-up by the researcher on the questionnaires may reveal that the readiness and eagerness earlier demonstrated were not as real as it was thought to be. Out of frustration, researchers often give up on such anticipated respondents, thus leading to the inability of retrieving the required number of questionnaires to allow for meaningful conclusions.

Ofo (1994) noted that in Nigeria, even well educated people feel reluctant to answer questionnaires. They view researchers as conducting research in order to enrich themselves in knowledge, status, or wealth, while the questionnaire is a burden on the respondents. As a result, researchers wait endlessly to obtain enough replies before beginning their data analyses. This perception that exists among highly educated people in Nigeria is not an alien perception in Ghana. Often students administering questionnaires for their long essays and theses go through such ordeal when they go to corporate institutions to gather data to enable them meet the objectives of their study. Questionnaires relate to the stated aims and objectives, as well as hypotheses proposed for testing in the study. This negative reaction and the lack of cooperation make it difficult for students and researchers to obtain the needed data for objective analyses and conclusions.

Kaner, Haighton and Mcavoy (1998) have observed that consistently poor response rates in postal surveys undermine the validity of the research. This is because the findings may not yield generalisations. In their study to investigate general practitioners' (GPs') reasons for not responding to postal surveys, it was found that the most common reason was that GPs had not remembered the questionnaires or had misplaced them in the midst of large piles of documents. Other reasons cited for non-response to questionnaires was that GPs were too busy and so had no time to spare for extra work. Indeed, the questionnaires were regarded as extra load which come only to add up to the already-existing work.

SurveyMonkey (2009) acknowledged that sufficient response rates are important for surveys. Very small amounts of data collected in any research may be lacking in substantial information. Response rates relate to the percentage of people who respond to questionnaires or other survey instruments.

### *2.1 Research objectives*

The following are the objectives of the study:

- i. To find out the reasons behind one's decision to either respond or not respond to questionnaires.
- ii. To sample views with regards to questionnaire completion, as well as ascertain factors that work against completion of questionnaires.
- iii. To make recommendations as to how questionnaires should be designed in order to increase response rates.

## 2.2 Research questions

1. To what extent are administered questionnaires responded to?
2. Why would respondents respond to questionnaires?
3. Why would respondents not be willing to respond to questionnaires?
4. What general views do respondents hold about questionnaire completion?
5. What are the factors that militate against completion of questionnaires?

## 2.3 Underpinning theories of response rates

“Appropriate methods for enhancing response rates depend on the likely sources of non-response” (McColl et al., 2001, p.103). The likely source of non-response may arise from linguistic differences. By linguistic differences, some statements or items on the questionnaires may not be compatible with the language of the target population. In other words, the population for the study may not be fluent in the original language of the survey. In this way it is appropriate to rephrase the questionnaire so that it is understood by those who are to respond to it. This way, the reliability and validity of the questionnaires can be assured.

Some theories from the social sciences, especially, psychology and sociology lend deeper understanding into the way people react to questionnaires and other survey materials, and the way different forms of motivation can enhance the response rates.

The motivational aspect of responding to questionnaires refers to whether or not respondents are ready to accept and read the questions and elicit the appropriate responses or answers. “In a larger sense, motivational considerations influence whether respondents even begin the process of filling out the questionnaire, and whether it gets returned to the researcher” (Jenkins & Dillman, 1995, p.8). From this, it is necessary to investigate the reasons why respondents would accept to answer surveys and how such surveys can be crafted so as to elicit the positive reaction to the survey instruments.

The theory of social exchange as related to the administration and collection of questionnaires posits that the reaction of potential respondents is greatly influenced by expected rewards from responding to questionnaires and other demands required of them, which are referred to as costs. In his social exchange perspective, Dillman (1978) argued that the positive reaction of respondents to mail questionnaires can be facilitated by their expectations of more benefits or rewards than anticipated costs accruing to them personally or to the group with which they identify. From this perspective, Jenkins & Dillman (1995) recommended that there is the need to minimize perceived costs. This, according to them can be achieved by making the survey instruments appear fast and less cumbersome to complete. They added that there is the need to as much as possible do away with sensitive information that may result in embarrassing respondents, which include questions that are not easy to understand (ambiguous questions) and situations whereby the respondent is perceived as being subordinated to the researcher. Jenkins & Dillman (1995) further recommended that in order to increase the reward to cooperation from respondents, the usefulness of the study must be explained to the target population. Also, the questions that are important and of interest to the respondents must be asked. Again, the layout and format of the questionnaire should be that which is easy and allows for an appreciation of a sense of progress in moving from one stage of the questionnaire to another. In essence the social exchange theory is hinged on the notion that people will only respond to questionnaires after they have thoroughly assessed the costs and benefits of doing so. Thus if there are benefits, the questionnaires will be responded to. On the other hand if no benefit is obvious, or where costs are perceived, response rate will dwindle. The reward or benefits include token of appreciation or other forms of remuneration. Costs include time strain and other respective resources that an individual has to commit towards responding to the questionnaires. McColl et al. (2001, p.103) noted that “respondents will respond to a survey only if the anticipated rewards of participation are at least equal to or exceed the costs of responding.”

Cialdini (1988) also put forward his view as to why people will or will not respond to questionnaires. He argued that the inherent attractiveness of the task of responding to the questionnaire is the fundamental basis upon which decision will be based as to whether to respond or not. He mentioned other social or psychological influences including:

- i. Reciprocation: This refers to the tendency of accepting requests from those who have previously given some reward to the individual respondent or group of respondents.
- ii. Commitment and Consistency: This is the tendency for one to behave in a manner similar to situations of relatively equal nature.
- iii. Social Proof: This relates to the tendency to act in ways that are similar to others like the referent individual.
- iv. Liking: This is the situation whereby one is likely to comply with requests from people who are attractive in several respects.
- v. Authority: This is the tendency to comply with requests because of the fact that they are made by people in positions of power.
- vi. Scarcity: This refers to the tendency for rare opportunities to be held in high esteem.

Familiarity Complex, as introduced in this study, is similar to Cialdini's (1988) social influence of 'Liking', which is the tendency to comply with requests from attractive others. Familiarity Complex refers to the extent to which the researcher is well-known to respondents. Two levels of the complex exist:

- i. High Familiarity Complex: This refers to the situation whereby the researcher is well renowned, respected and recognized by the respondents such that the respondents are ever-willing to cooperate in the survey. The willingness may not necessarily be dependent on the expectation of a reward or benefit (as espoused by the social exchange theory). It may also not be as a result of the power the researcher wields, but simply because the researcher is known to the target respondents and the latter would want to retain or improve the existing interpersonal relations.
- ii. Low Familiarity Complex: This level is characterized by unwillingness of respondents to take part in surveys simply because the researcher is not known to them personally.

### 3. Methodology

The study which sought to unravel reasons for the apathy amongst Ghanaian executives in responding to questionnaire surveys, sampled the views of ninety-five business executives enrolled on the Executive Masters of Business Administration (EMBA) programme at the University of Ghana Business School.

The convenient-random sampling technique was adopted to select participants for the study. Thus executives enrolled on the EMBA programme at the University of Ghana were conveniently selected as the population for the study. Indeed, there is no single place where one can find an assemblage of executives with different backgrounds and from different organisations under one roof than on the University of Ghana EMBA programme. Hence it was the most convenient forum to sample the views of executives who were targets for the study.

Having conveniently selected executives on the EMBA programme as the population for the study, executives who were offering the Organisational Behaviour Management course were purposefully chosen as the sample frame from which 120 participants were randomly selected as participants for the study. However, ninety-five of the selected participants representing 79.16% correctly completed items on the questionnaire and returned them.

The choice of executives on the Organisational Behaviour Management course was strategic, because it is a core course offered by all the executives enrolled on the EMBA programme. Hence, a very good avenue to sample the views of different executives.

Questionnaires were designed and randomly distributed by the researchers to elicit response from them as to why they would or would not respond to research questionnaires. Items on the questionnaire were both structured and unstructured giving flexibility to respondents to explain their responses.

The questionnaire was adapted from the work of Admoni et al. (2007) in their study of response rate for questionnaires among librarians in Nigerian University Libraries.

#### 4. Findings and Discussions

There were in all 95 participants in this survey, with 56 males (58.9%) and 39 females (41.1%) who were executives from some organisations in the Greater Accra Region of Ghana. Most of them have worked between 1-5 years (36.8%). Sources of questionnaires were mostly from students in tertiary institutions carrying out their long essays of thesis and dissertations (52.0%), then from organisations/institutions carrying out research projects (29.8%) and lecturers in tertiary institutions investigating into areas of concern (18.1%). Questionnaires are received through several sources including personal contacts (63.5%), through post (8%) and e-mail (18.2%). Some questionnaires are also found on some websites (10.2%) to which respondents feel obliged to respond. The findings and discussions are hinged on the five research questions posed for the purpose of meeting the objectives of the study.

##### 4.1 Research Question 1: To what extent are administered questionnaires responded to?

To address this question respondents were asked to state the number of questionnaires they receive in a year. It was found that a significantly high number of respondents (73.7%) received less than 6 (<6) questionnaires in a year. It is again observed that the higher the option number of questionnaires, the less the number recorded. Thus, those who receive between 6-10 questionnaires constitute 18.9% while those who receive 11-15 questionnaires in a year constitute 6.3% of respondents. Only 1.1% (one respondent) receives more than 20 questionnaires in a year (*see Table 2*).

Respondents were further asked to indicate the number of questionnaires they actually respond to out of the number they receive in a year. Their responses revealed that a significantly greater number of respondents (77.9%) complete less than 6 questionnaires in a year. Again as the option numbers increase, the number of questionnaires completed in a year decrease (*see Table 3*)

Additionally, respondents were to indicate categorically whether they respond to all the questionnaires received in a year or not. Out of the 95 responses, 73 (representing 76.8%) responded in the affirmative (i.e. YES) while the rest of the 22 (representing 23.2%) respondents responded in the negative (i.e. NO).

The outcome of responses to this question raises a curious research question. If 77.9% of respondents complete less than 6 questionnaires in a year, how come 73% of the same respondents are saying here that they respond to all questionnaires received in a year? This warrants further probing into the issue. The nature of the responses just identified shows that indeed respondents to questionnaires most often do so just to “assist the researchers” and not because they are really interested in the subject matter. It is evident from the nature of response that respondents probably did not take time to read each question before making their responses.

##### 4.2 Research Question 2: Why would respondents respond to questionnaires?

The following reasons were given as to why respondents respond to questionnaires:

For 35.0% of the time, respondents respond to questionnaires in order to assist the researchers. For 8.1% of the time, respondents indicated that they respond to questionnaires because of the interesting nature of the questionnaire. Therefore, assisting researchers is the prime reason for responding to questionnaires, and not for the interesting nature of the questionnaire (*see Table 4*).

For the open-ended part of this question, two main responses were provided by respondents. One was that: “I will also administer questionnaires some time soon”. This view correlates with the social exchange theory. Thus some individuals would be willing to respond to questionnaires because of the cooperation they seek to benefit from others when carrying out their research work. Thus anticipated rewards from others serve as a driving force for the completion of questionnaires. To another respondent, questionnaires are responded to because of “insightful deliberations”. To this respondent, questionnaires provide an avenue for making useful inputs into the research topic, thus contributing to knowledge.

#### 4.3 Research Question 3: Why would respondents not be willing to respond to questionnaires?

The following responses were also given as to why respondents would not be willing to respond to research questionnaires:

The lack of time was identified as the main reason for not responding to all questionnaires (20.4%) while the fear of confidentiality of information provided constituted the least reason for not responding to questionnaires (4.4%). Other reasons cited for non-response to questionnaires are the fact that some questionnaires are too lengthy (15.9%); that some questionnaires ask questions that are too personal (15.0%), and that of forgetfulness (13.3%) due to the many other tasks that one has to perform. Lack of the ability of the questionnaire to incite interest in the respondents, lack of reminders or follow-up, and the point that responding to questionnaires is not obligatory made up other reasons cited for not responding to all questionnaires that are received (*see Table 5*).

The open-ended portion of this question also brought out some views. For instance, one respondent mentioned “ambiguous questions” as a reason for not responding to some items in questionnaires. Ambiguous questions refer to those that are not clear and easy to understand, or questions that have multiple meanings such that one is not sure the intention of the researcher. Another respondent added: “Questionnaires do not relate to the industry and so there is no idea to answer them”. This means that some questionnaires have no bearing on the targeted population and so the expected responses may not be attained. That is, because the items on the questionnaire are not in harmony with what the respondents do, their willingness to respond may be compromised. Yet another responded indicated that “some questionnaires require a lot of writing”. This relates specifically to the open-ended questions in questionnaires. Some questionnaires have a lot of open-ended portions that requires the respondent to make an input. In such instances, many of the respondents feel reluctant to do so because of time constraint, which is the major reason why some items in questionnaires are not responded to. In fact the questionnaire administered for this study had a number of open-ended portions. However, only a little fraction of respondents attempted to respond to them.

#### 4.4 Research Question 4: What general views do respondents hold about questionnaire completion?

Information gathered as to general views about questionnaire completion were as follows:

A significantly high number of respondents indicated that completion of questionnaires enable them to contribute to knowledge (66.7%). This was followed by the view of happiness felt when questionnaires are completed (14.0%). 10.1% of respondents indicated that completing questionnaires is a boring task while 9.3% of them pointed out that completing questionnaires is time wasting. This view is consistent with earlier reasons cited for not responding to all questionnaires where lack of time and the opinion that questionnaire completion is not obligatory were mentioned (*see Table 8*).

Other views sampled from the open-ended portion of the question included: “It broadens my knowledge”; “It is a necessary pain”; “It is educative”; and “To help the researcher”

#### 4.5 Research Question 5: What are the factors that militate against completion of questionnaires?

Once respondents have started responding to questionnaires, certain factors militate against the completion of such questionnaires. Such factors, have been indicated as follows:

The major reason given as working against response to questionnaires is that some of the questionnaires administered are too lengthy (28.5%). Indeed, 81.4% of respondents shared in this view. The reputation of the institution or researcher was of least importance as a problem militating against completion of questionnaires. Next to the lengthy nature of questionnaires is the view that some questionnaires are irrelevant to the respondent’s field of expertise (15.9%). This therefore makes it difficult to understand some of the terms and jargons in the questionnaires. It is followed by the view that some of the questionnaires are poorly constructed (15.4%) [*see Table 9*].

Responses from the open-ended question elicited the following views: “Ambiguous questions”; “Some questions are too general and so not helpful for detailed studies”; “Too long and boring questions”; and “When it requires me to write a lot”.

## 5. Conclusion

This paper has so far, under five research questions, identified various issues regarding attitude towards questionnaire by respondents. The research questions were an explosion of the objectives for the study. Reasons for accepting and not accepting to respond to questionnaires were considered, as well as general views concerning questionnaire completion which includes factors that militate against the completion of the questionnaires. It has been found that not all questionnaires are responded to once administered. The main reason for accepting to respond to questionnaires is to assist the researchers. However, in the bid to assist the researchers, the questionnaires are not properly answered, thus making it difficult for the researchers to meet their objectives and make their findings valid. Time constraint has been identified as the major reason for respondents' unwillingness to complete questionnaires. The most identified general view about questionnaire completion is that of contributing to knowledge. Too lengthy and voluminous questionnaires were seen as the major factor that works against the completion of questionnaires. As a result of the findings, recommendations have been made (below) regarding how to construct questionnaires in such a way as to elicit the desired responses.

## 6. Recommendations

From the fallouts of this study, the following recommendations have been proposed:

1. Questionnaire items should be straight to the point and easy to understand. This will help eliminate the complaint of ambiguity in the questions. Question ambiguity has been identified as one of the reasons why questionnaires are not completed.
2. Questionnaire should as much as possible be brief and not so lengthy. Lengthy and voluminous questionnaires minimizes the quality of response as respondents may not have enough time to give the required response as they would if the volume of the questionnaire was minimal.
3. The language used should be one that is familiar with the respondents. The use of technical jargons should be controlled so that such terms do not discourage responses.
4. As much as possible, closed-ended questionnaires should cover a greater portion of the questionnaire. Where open-ended questions are included, the respondents should not be required to write too much.
5. Because of the challenges involved in obtaining the right information from the use of questionnaires in research, researchers should adopt more than one strategy for data collection. Interviews and focused-group discussions can be adopted as additional sources of data. These will in turn validate the findings from the questionnaires.

## References

- Adomi, E., Ayo, B.T., Nakpodia, E.D. (2007), "A better response rate for questionnaires: Attitudes of librarians in Nigerian University Libraries". *Library Philosophy and Practice 2007*. <http://unlib.unl.edu> (accessed 18 October, 2011)
- Cialdini, R.B. (1988), "Influence: Science and Practice". Glenview, IL: Scott, Foresman.
- Dillman, D. A. (1978), "Mail and Telephone Surveys: The Total Design Method for Surveys". New York: Wiley.
- Jenkins, C.R. & Dillman, D.A. (1995), "Towards a Theory of Self-administered Questionnaire Design". In *Survey Measurement and Process Quality*, edited by Lyberg, L; P Biemer; M Collins; E De Leeuw; C Dippo; N Schwarz and D Trewin. New York: Wiley-Interscience.
- Kaner, E.F.S., Haighton, C.A., MaAvoy, B.R. (1998) "So much post, so busy with practice – so no time!": A telephone survey of general practitioners' reasons for not participating in postal questionnaire surveys. *British Journal of General Practice*, 48, 1067-1069
- McColl, E., Jacoby, A., Thomas, L., Soutter, J., Bamford, C., Steen, N., Thomas, R., Harvey, E., Garrat, A., Bond, J. (2001), "Design and use of questionnaires: A review of best practice applicable to surveys of health service staff and patients". *Health Technology Assessment* 2001, 5(31).
- McMillan, J.H., & Schumacher, S. (1989), "Research in education: A conceptual introduction". 2nd. ed. Glenview, Ill.: Scott, Foresman.

Industrial Engineering Letters

ISSN 2224-6096 (print) ISSN 2225-0581 (online)

Vol 2, No.2, 2012

Ofo, J.E. (1994), "Research methods and statistics in education and social science". Lagos : Joja Educational Research and Publishers.

[www.iiste.org](http://www.iiste.org)



Okobia, D.O. (1998) "Methods of data collection in research". In J.F. Egbule & D.O. Okobia, *Research methods in education for colleges and universities* (pp. 106-126). Onitsha : Kmensuo Educational publishers.

Questionnaire design (n.d.). [http://www.cc.gatech.edu/classes/cs6751\\_97\\_winter/Topics/quest-design/](http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/quest-design/) (accessed October 18, 2011)

SurveyMonkey (2009), "Response rates and surveying techniques: Tips to enhance survey respondent participation". <http://www.surveymonkey.com> (accessed 2 November, 2011)



**TABLES OF RESPONSE TO SURVEY ON REACTION TO RESEARCH QUESTIONNAIRES**

**Table 1: Working experience**

		Frequency	Valid Percent
Valid	1-5 yrs	35	36.8
	6-10 yrs	15	15.8
	11-15 yrs	14	14.7
	16-20 yrs	12	12.6
	Over 20 yrs	19	20.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>

Source: Field Data

**Table 2: Questionnaires received in a year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<6	70	73.7	73.7	73.7
	6-10	18	18.9	18.9	92.6
	11-15	6	6.3	6.3	98.9
	>20	1	1.1	1.1	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data

**Table 3: Questionnaires Completed in a year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<6	74	77.9	77.9	77.9
	6-10	15	15.8	15.8	93.7
	11-15	4	4.2	4.2	97.9
	>20	2	2.1	2.1	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
Why you respond to all questionnaires	To assist the researchers	69	35.0%	93.2%
	It enables me to contribute to knowledge	61	31.0%	82.4%
	The outcome of the research will be beneficial to me/the profession/mankind	33	16.8%	44.6%
	It is part of my professional obligation	18	9.1%	24.3%
	The questions/items are interesting	16	8.1%	21.6%
<b>Total</b>		<b>197</b>	<b>100.0%</b>	<b>266.2%</b>

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
Why you don't respond to all questionnaires	Lack of time	23	20.4%	74.2%
	Topics/items are not interesting/relevant	12	10.6%	38.7%
	It is not obligatory	11	9.7%	35.5%
	Lack of reminders/follow-up by researchers	12	10.6%	38.7%
	Some questionnaires are too lengthy	18	15.9%	58.1%
	Forgetfulness	15	13.3%	48.4%
	Some questionnaires ask questions that are too personal	17	15.0%	54.8%
	I am not sure my response will be kept confidential	5	4.4%	16.1%
<b>Total</b>		<b>113</b>	<b>100.0%</b>	<b>364.5%</b>

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
Source of questionnaires	Students	89	52.0%	93.7%
	Lecturers	31	18.1%	32.6%
	Institutions/organisations	51	29.8%	53.7%
<b>Total</b>		<b>171</b>	<b>100.0%</b>	<b>180.0%</b>

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
Means of receiving questionnaires	Through personal contacts	87	63.5%	92.6%
	By post	11	8.0%	11.7%
	Via e-mail	25	18.2%	26.6%
	Websites	14	10.2%	14.9%
<b>Total</b>		<b>137</b>	<b>100.0%</b>	<b>145.7%</b>

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
General views: questionnaire completion	It enables me to contribute to knowledge	86	66.7%	93.5%
	I am always happy to complete questionnaires	18	14.0%	19.6%
	It is boring to complete questionnaires	13	10.1%	14.1%
	It is time-wasting	12	9.3%	13.0%
<b>Total</b>		<b>129</b>	<b>100.0%</b>	<b>140.2%</b>

Source: Field Data

		Responses		Percent of Cases
		N	Percent	
Problems in completing questionnaires	Some questionnaires are too lengthy	70	28.5%	81.4%
	Some questionnaires are not relevant to my field	39	15.9%	45.3%
	Some questionnaires are not appealing/interesting	31	12.6%	36.0%
	Too personal questions are asked	32	13.0%	37.2%
	Poorly constructed questions	38	15.4%	44.2%
	The language of some questionnaires are higher/technical/inappropriate	26	10.6%	30.2%
	The reputation of the researcher/institution counts	10	4.1%	11.6%
<b>Total</b>		<b>246</b>	<b>100.0%</b>	<b>286.0%</b>

Source: Field Data

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. **Prospective authors of IISTE journals can find the submission instruction on the following page:**

<http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a fast manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

### **IISTE Knowledge Sharing Partners**

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

