UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING THE WILLINGNESS AND PERCEPTION OF

PARTICIPANTS IN RESPONDING TO ELECTRONIC AND MANUAL

QUALITY ASSURANCE SURVEYS: THE CASE OF COLLEGES OF

EDUCATION IN GHANA

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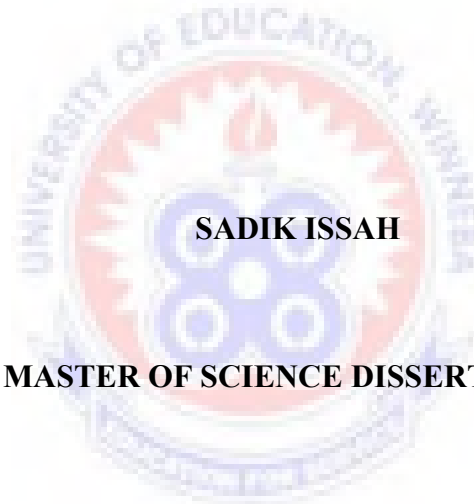
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INVESTIGATING THE WILLINGNESS AND PERCEPTION OF PARTICIPANTS IN RESPONDING TO ELECTRONIC AND MANUAL QUALITY ASSURANCE SURVEYS: THE CASE OF COLLEGES OF EDUCATION IN GHANA

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A dissertation in the Department of Information Technology Education, Faculty of Applied Sciences and Mathematics Education, submitted to the School of Graduate Studies in partial fulfilment of the requirements for the award of the degree of Master of Science (Information Technology Education) in the University of Education, Winneba

MAY, 2021

DECLARATION

STUDENT'S DECLARATION

I, Sadik Issah, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:………………………….………

DATE:………………………………………….

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

DR. FRANCIS OHENE BOATENG

SIGNATURE:………………………….………

DATE:………………………………………….

DEDICATION

I dedicate this work to my father who made me believe in hard work, dedication, honest

living and that so much could be done with just a little.

ACKNOWLEDGEMENT

I would like to express heartful gratitude and appreciation to my supervisor, Dr Francis Ohene Boateng, who guided me throughout this work. I would also like to thank Mr Shaibu Abdul Mumin for having time to proofread my work.

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GLOSSARY/ABBREVIATIONS

QA: Quality Assurance

Web-based survey: Surveys accessed from the web or internet

Electronic-based: Surveys that administered and accessed through electronic

                             devices

T-TEL: Transforming Tertiary Education and Learning

ABSTRACT

The upgrading of Teacher Training Colleges in Ghana by the Colleges of Education Act 847 in 2012 made Quality Assurance offices in these institutions a key component as it facilitates institutional accreditation and reaccreditation. To constantly evaluate institutional activities and ascertain feedback from stakeholders for decision making, these offices make use of questionnaires and interviews to collect data. Most colleges now turn to use web-based QA surveys instead of the usual manual or paper-based survey administering mode due to the increasing number of enrolments. This evidence-based process relies on regular gathering of accurate enough data. Response rates may however be affected due to the survey mode used and this affects the decision made based on this data. This study examines the perception of the participant towards the survey modes, identify their perceived preference and the factors that underpin this preference to the survey mode. A questionnaire was used to achieve the study's objectives with the targeted population comprising of tutors and students in the Ghanaian public colleges of education. The study evidenced the preferred QA survey mode as electronic-based surveys and factors that determines participants preferred QA survey mode as anonymity of the response and easiness or quickness of the surveys to respond to.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Ever since the establishment of the Colleges of Education Act 847 in 2012 which lead to upgrading teacher training colleges in Ghana to tertiary education institutions, Quality Assurance has been one of the key issues all colleges try to enforce as it is one of the aspects that facilitate institutional accreditation and re-accreditation of tertiary educations. In this digital age where ICT integration into the world of work is constantly evolving, most of these colleges are constantly relying on the readily available IT tools to enhance their quality assurance processes. A key instance of such use could be seen in many institutions now relying on electronic means to conduct surveys for quality assurance processes instead of the traditional pen and paper mode. This raises the issue of participants wiliness in responding to either online surveys or the traditional paper survey and the perception of participants about both surveys means.

This chapter outlines the background (Section 1.1) and statement of the problem (Section 1.2) of this research, and its purpose (Section 1.3). Section 1.4 states the objectives of the research. Section 1.5 includes research questions outlined and 1.6 describes the significance of this research. 1.7 and 1.8 respectively outline the delimitation and the general layout of the research.

1.2 Background

The promotion of quality in education is one of the key issues that attract the attention of every government of a country. Internal quality controls of tertiary institutions are geared towards processes that will always lead to meeting these standards set by the

accreditation board. The Quality Assurance Units or Offices in tertiary educations are charged with the core mandate of maintaining the desired standard of education by constantly evaluating the institutions' activities, facilities and programmes. One of the core ways of carrying out this task is by constantly ascertaining feedback from stakeholders most especially students. This is usually done through administering questionnaires and interviewing of students. This is required to be done so frequently that it captured in the academic calendar of many of the colleges.

In July 2012, an act was passed to upgrade teacher training colleges in Ghana to a tertiary level institution to be known as Colleges of Education (CoE) (Prempeh, 2018). This mandated the colleges to have in place quality assurance units with the core mandate of maintaining and enhancing the standards in all activities of the college to meet the expectations of stakeholders.

One of the quality assurance processes or method used to guide the operations of the colleges is data collection (T-TEL, 2016). The data collection process is used to generate evidence to inform improvement strategies. The methods adopted for gathering these data are mostly surveys and interviews.

With the increasing number of enrolments into the CoE however, the traditional pen and paper mode of data gathering is becoming obsolete and some colleges are now adopting the use of online surveys mostly custom build to suit their preference. Feedback from stakeholders are used to enhance institutional processes and as such, it is of high concern for respondents to be willing to respond to survey questionnaires whenever they are administered. This study quest to investigate the wiliness and

perception of respondents towards the two modes of administering questionnaires (electronic and traditional pen and paper mode).

1.3 Statement of Problem

The core mandate of quality assurance units of the CoE is monitoring and evaluating the activities and processes of the college. One key process adopted to execute this mandate is the collection of data by the use of surveys to seek stakeholder feedback. Most colleges in other to deal with the increasing number of enrolments turn to adopt the use of electronic survey system instead of the usual pen and paper mode of administering surveys. This evidence-based process requires adequate and sufficient data in other to be efficient. There may be however the preference of one survey mode over the other by participants in responding to the questionnaires. This might hinder the adequacy and sufficiency of the data to be collected and hence the decisions that may be made based on such data will also be affected. Therefore, there is a need to identify which questionnaire administering mode will be preferred by the respondence by examining their perception in other to select the one that will lead to gathering more sufficient and adequate data.

1.4 Purpose of the Study

The purpose of this study is to examine the perception and willingness of participants in responding to Electronic quality assurance surveys vis-a-vis manual quality assurance surveys in the Ghanaian CoE.

The specific objectives that guide this study are;

1. To identify the perception of participants towards responding to electronic quality assurance surveys and manual quality assurance surveys

2. To determine the perceived preference of participants towards electronic quality assurance surveys or manual quality assurance surveys

3. To determine the factors underpinning participants' preference for one quality assurance survey over the other.

1.5 Research Questions

To accomplish this study, the questions below act as guidelines for the collection of relevant data to achieve the objectives of the study.

1. What is the perception of participants towards responding to electronic quality assurance surveys and manual quality assurance surveys?

2. What is the perceived preference of participants towards electronic quality assurance surveys and manual quality assurance surveys?

3. What are the factors underpinning participants' preference for one quality assurance survey mode over the other?

1.6 Hypotheses

This study is guided by the hypotheses below.

There are no statistically significant difference between participants preference for electronic-based QA surveys and manual QA surveys.

1.7 Significance of the Study

This study seeks to investigate the respondents' willingness to participate and their perception in responding to either electronic or manual surveys. This will identify the survey mode preferred by respondents and the reasons aligned to the preference. It therefore not only help the quality assurance offices of colleges of education to know more about the quality assurance survey modes they could employ and to also

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determine which survey mode(electronic or manual) to use in conducting their surveys, but also inform them on what do or how to conduct surveys using the less preferred survey mode when necessary since they know the reasons behind each preference. It will also help institutional heads in taking decisions that involve acquiring resources for their quality assurance offices.

1.8 Limitations

The study is limited to participants perception and preference with regards to the various survey modes. The data collection procedure is mostly through online means due to the COVID-19 outbreak and this exposes the study to some form of bias in the study. Also due to the time frame for the study, the researcher could not get enough chance to gather more data as intended.

1.9 Delimitations

This study is delimited to the public CoE in Ghana and not all tertiary institutions even though some Quality Assurance strategies in the colleges might be the same as in other tertiary institutions in Ghana or elsewhere in the world. The focus, therefore, is narrowed to improving quality in the CoE through enhancing their QA strategies. Also, the focus is on investigating just the ways preference and willingness of participant in taking part in either manual quality assurance surveys or electronic surveys. It does not cover how to conduct these survey modes.

1.10   Organisation of the Study

The study is divided into five chapters and labelled as follows;

Chapter One labelled as Introduction forms the beginning of the main body of the study. It is devoted to justifying the study and contains the background of the study, statement of the problem, purpose and objectives, research questions, the significance of the study, delimitations and the general layout of the report.

The second chapter, Chapter two, titled Literature Review is dedicated to justifying the defined objectives of the study and identify gaps in the literature which the study attempts to fill.

Chapter three: Methodology provides information on participants, sampling techniques and procedures used to collect data and data analysis tools. It also deals with the research design, description and instruments distribution.

Chapter four labelled as Results and Findings presents and explain the outcome of the research whiles chapter five; summary of finding summarises the finding of the study, draw conclusions and state implications and recommendations of the study. It also covers the suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the study discusses other studies related to this study under the following sub-topics; Survey Modes, advantages and disadvantage of the survey modes, factors affecting survey responses, participants perception of survey modes, participants survey mode preference and a summary and implication of the related literature.

2.2 Survey Forms

A survey is a tool or a method of gathering data and information from a population sample in other to make analysis or generations on the larger population. It serves as a data source for making insights wide ranges of works be it government or individuals (Qualtrics, 2020). Thompson et al. (2003) also describe a survey as a tool that is used for gathering information. Surveys are mostly in the form of a questionnaire either written or online. This lead to a generalisation of survey forms into electronic and non-electronic mode or forms.

2.2.1 Electronic surveys

Van Selm & Jankowski (2006) categorise electronic surveys as email and web-based surveys. They went on to mention three main ways by which questionnaires could be distributed electronically. These ways are;

1. Sending questionnaires via email (email surveys). This can be sent with either the questionnaire attached to them or without any attachment.

2. Sending web-based survey via an introductory letter containing a hyperlink to the survey on web-based.

3. Placing a general request for respondents via an electronic communication environment such as newsgroups or a web page. This can also be likened to WhatsApp platforms in these resent times..

Ziegel et al. (1998) enumerate several ways by which technology could be employed to collect data. Among them are;

computer-assisted interviewing (CAI) in which the paper and pen form is replaced by a computer or computer terminal. Survey questions are displayed on the computer screen and either the interviewer or respondent enters the answers directly through the computer input device. Most commonly, the interviewer operates the computer whiles reading questions from the computer and then records the respondent's spoken responses.

They further state that the development of Computer-assisted telephone interviewing (CATI) in the early 1970s also support telephone interviewing from centralized telephone facilities. Current CATI systems support CAI interviewing and handle call scheduling and case management.

Computer-assisted self-interviewing (CASI) a form of CAI also emerged around the 1980s where respondent reads the survey questions from computer screen themselves and enters answers on their own through the input device.

Computerized self-administered questionnaire (CSAQ) a form of self-administered CAI where the respondents answer questionnaire on their personal computers or computer account. The software for the questionnaire could be mailed through a floppy disk, in which case it is called disk by email (DBM) or transmitted via local area network, electronic mail or through the web.

They further identify touchtone data entry (TDE) and voice recognition (VR) as data collection technologies that require neither respondent access to a computer nor questionnaire administer. TDE uses the touchtone of the telephone as a data collection instrument. its common application is where respondents call a toll free number at a data collection centre where a system reads voice-digitised survey questions to the respondent who responds by using his/her telephone keypads.

Voice recognition (VR) similar to TDE, records voice-recognised spoken words instead of keyed responses. The response could be a "yes/no", single or continues digits depending on the system sophistication level.

They also mention text-based e-mail electronic surveys and Web-based with both being almost the same since e-mail became capable of multimedia handling. The Web-based surveys, however, allow surveys to be verified automatically before being captured in a database. Copyrighted web survey applications like Survey Monkey, Survey Pro, SurveyWiz reduce eliminates or minimizes manual construction and administrative challenges.

2.2.2 Non-electronic survey

The non-electronic survey also referred to as paper-based surveys, traditional pen and paper, offline or manual survey involves administering questionnaires by mostly sharing on-paper-questionnaires to respondents for them to fill after which they are taken back to be analysed. National BussinessResearch Institute, (n.d.) stated that some populations such as employees at the field without computer access, customers with unknow email addresses and telephone numbers may certainly require paper surveys. Surveys can be administered through two forms electronic and non-electronic means. Electronic means involves the aid of an electronic device to collect the data. This could

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be through emails, web-based surveys, telephone calls and other means that involve the use of an electronic device. Email survey could take the form of emailing a file containing the questionnaire or a web-link to the survey embedded with the mail. Non-electronic mode involves physical use of pen and paper either delivered manually or mailed to the respondent.

2.3 Advantages and Disadvantages of Survey Modes

Various literature (Andrews et al., 2010; Qualtrics, 2020; Sills & Song, 2002; Snapsurveys, n.d.; Van Selm & Jankowski, 2006) suggests both survey modes have their strengths and weakness. electronic surveys constructed with survey tools are easy to construct and mostly even turn out to be less costly compared to manually printing questionnaires for surveys. Electronic surveys may even be more convenient respondent as they can take the survey on whichever device convenient for them (phone, pc, tablets, etc). their convenience can also be seen at administering stage where the survey link could be shared via email or social media platforms and response gathered in the survey management software as soon as responses are in.

Also, electronic survey turns to be more advantageous when considering factors such as how fast surveys could be collected, available space for question types and the need for advanced logic features. Electronic surveys are also prefered where the sample size is big.

However, (National BussinessResearch Institute, 2020) adds that non-electronic or paper surveys turn to be more accessible where respondents do not have access to required electronic device or internet connection. They are also a better way to gather immediate feedback at events. Also, they offer better resolution and that makes it easier to read as compared to electronic devices.

Also, email surveys could be sent to addresses that are no longer current and hence no response will be received or duplication of an email address and incomplete or malfunctioning URLs can also be downsides to electronic surveys (Van Selm & Jankowski, 2006).

2.4 Factors Affecting Survey Response Rate

Porter and Umbach (2006) outlined student characteristics, school characteristics and survey mode as the basic factors that affect survey responses in colleges. By student characteristics, they explained that high ability students and females are more likely to respond to surveys than low ability and male students. Hence institutions with high ability and or more females are likely to record high survey response rates. By school characteristics, they also explained that schools who are constantly using a survey mode (eg paper) will usually yield lesser response when they try a new mode for the first time (eg electronic) since that is not the usual culture of the school. Also, selective institutions (institutions where admissions are based on some special selection criteria) will be more likely to have a higher response rate to a questionnaire as compared to a non-selective institution. They added that selective institutions will have a positive peer effect and hence easy for a social norm that encourages survey participation. Another reason why private schools will have higher response rates than public schools.

As a factor affecting survey response rate, Porter and Umbach (2006) added that survey mode (paper or electronic) could be an issue when the technological emphasis of the institution is considered. An institution with a higher computer to a student or higher technological emphasis is likely to yield more response if they employ an electronic survey than a paper survey. They however added that deciding the mode to use in administering a survey can be challenging.

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Dommeyer et al. (2004) state motivation as a factor that could affect the survey response rate. Even though online surveys are likely to yield more response in schools, they are likely to receive a low response if surveys not conducted with "treatments" as compared to in-class or paper surveys.

Bista (2017) proposed respondent habits could also affect a survey response rate. For instance, email checking habits such as only opening emails from known people or organisations is likely to affect the e-mail surveys response rate. Also added that participants interest in the research topic, rewards associated with the completion of a survey, confidentiality or privacy assurance and survey length are other factors that could affect the response rate of surveys.

Liu and Wronski (2018) added that the survey response rate is greatly affected by the difficulty and nature of questions. Open-ended and difficult questions are results in a lower response rate. Also, the type of question that begins the survey questions affects the possibility of respondents completing the survey. Open-ended and long first questions mostly result in a lower completion rate.

McCoy and Marks (2001) also propose that there is a correlation between the field of study and the survey employed. For instance, surveys targeting turn to collect data about information systems related field is likely to yield more response when the mode is online as compared to sociology disciplines as those in such sectors are considered users and managers of IT infrastructures.

Sills and Song (2002) enumerate questionnaire language and length and motivation of respondents as factors that could affect the survey response rate. In web-survey modes, a mere assuring of respondents that their response is worthy can be a motivational factor. Andrews et al. (2010) also mentioned participants privacy and confidentiality as factors affecting the survey response rate. Participants are likely to respond to a survey that is free from privacy issues and ensures the confidentiality of their response.

2.5 Participants Perception of Survey Modes

Participants perception of survey mode is usually on the anonymity of the mode. For this reason, internet-addicted persons turn to engage in activities they will not do in a face to face. This implies that they might be willing to respond to sensitive surveys when they are online base and those that perceive the paper mode will respond more to paper surveys (Ward, 2014).

2.6 Participants Survey Mode Preference

Most of the literature (Denny et al., 2008; Dommeyer et al., 2004; Levine et al., 2004; Qualtrics, 2020; Snapsurveys, n.d.) all suggest respondents with web access prefer online survey and are more likely to respond to such survey. Also, paper surveys will be more preferred by respondents without adequate web access or population with low IT tools usage.

2.7 Summary and Implications

Surveys are used by institutions to collect data from which informed decisions are made. These survey in the form of questionnaires can be deployed to participants through printed media or via electronic media which could take the form of emails,

web-hosted or any form of electronic media that provide a platform for the exchange of questionnaires and responses.

Both survey modes have their benefits and challenges base on the kind of respondents and the kind of data to be gathered. Various literature under study however reveals that most suggested advantage and recommended type of survey are based on a comparison from the point of the one administering the survey. The findings relating to the factors affecting survey response rate, participants perception of a survey mode and their preferred mode are arrived at by analysing mostly the responses numbers and other trends. There is little to no consideration of what the respondents think or prefer in relating to responding to surveys.

The studied literature further reveals that there are few literature relating to quality assurance surveys in colleges of education in Ghana.

Also, most of the finding are relating to surveys on studies usually done once at a time and not surveys which done occasionally as in how it is done in the quality assurance offices of the colleges of education in Ghana. respondent's response to surveys on how they perceive or their choice of survey mode in periodic surveys like an appraisal of tutors might reflect something different than conducting an appraisal of tutor's survey and making judgements on that. This study there tries to answer the research questions based on the choice and perception of the participants to survey.

2.8 Empirical Review

Ardalan et al., 2007 in their study "A comparison of student feedback obtained through paper-based and web-based surveys of faculty teaching" revealed that online surveys are more accessible to student respondents as compared to paper-based where students

will have the chance to respond even if they were absent from in class. They further state that respondents turn to perceive some email surveys as lacking anonymity and this results to low response rate. Anonymity in responses makes respondents feel more confident in responding to surveys. They added that time spent in providing feedback is maximized according to their study when web-based surveys are used. This allows respondents to provide more detailed thoughtful comments which in turn reflects quality in feedback.

In a student-centred responsive evaluation system, surveys provide an essential source of information about changes in the quality of teaching and learning or the course(s) under study over time. A study by Thorpe (2002) comparing evaluation responses of in-class paper-based and web-based surveys revealed that there is no much significant difference in the vast majority of the survey items. However, Chang`s (2004) study indicated that a majority of students give higher scores when evaluating instructors in the traditional paper-based mode as compared to the web-based mode.

A study by Greenlaw and Brown-Welty (2009) to explore the possible difference in response rates and cost between web-based and traditional paper-based surveys revealed a significant difference in response rates. The study showed a greater response rate in web-based surveys compared to paper-based. The mixed-mode survey administration (combing both web-based and paper-based) however produced a significantly higher response rate than the other two survey administration modes (web-based and paper-based).

Regression analysis by Carini et al. (2003) in their study however showed a rather small difference in response rate but web-based respondents responded more favourable than the paper-based. This insignificant difference in the response rates could be as a result of minimal to no barrier in the accessibility of web-based surveys.

Further studies revealed that fresh students and male students are more likely to respond to web-based surveys. (Tosmic et al., 2000). Their study further revealed an increase in the number of students who chose to provide survey feedback via web-based over two years. This goes to suggest that with time, students gain more comfort in responding to web-based surveys hence an increase in the response rate of web-based surveys.

2.9 Conceptual Framework

This study aims to examine the perception and wiliness of respondents in responding to electronic and traditional manual quality assurance surveys. Unlike other studies, this study focuses on soliciting direct opinions of respondents on questions directly relating to the purpose of the study.

The researcher from the reviewed literature based his assumption on the fact that participants in responding to either online or manual surveys have a personal perception about the survey mode. These perceptions control their choice of survey mode and respondents will opt-in for their choice if both surveys modes are available. They may however choose not to respond or give responses which may turn out to be misleading. The preference of a survey mode due to respondent's perception is due to certain factors. The diagram below illustrates the relationship.

Perception About **Survey Mode** eg. Anonymity of mode, time to respond		**Choice of Survey Mode/Preference** Eg. Web-based, Traditional pen and paper
Factors for Preference eg. Easy to respond, convenient, ensures confidentiality		1. Survey Response Rate 2. Survey Response Quality Preferences
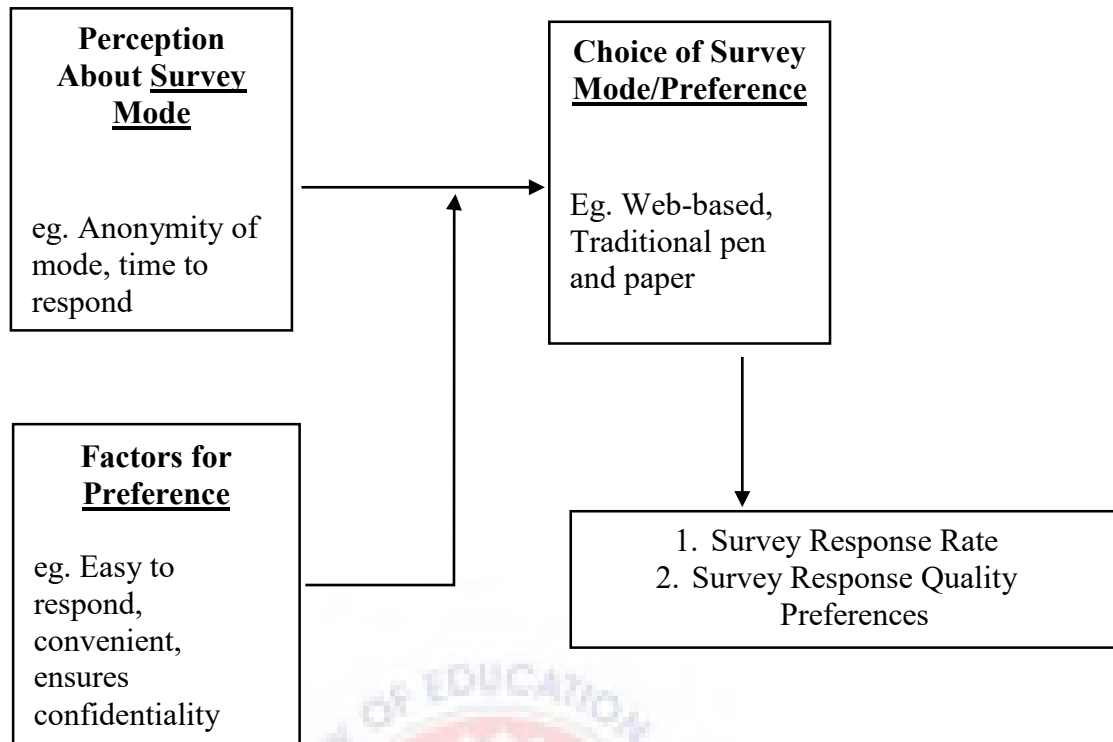
Figure 1: Paradigm showing relationship among variables in the study

Survey respondents/ participants in QA surveys have their preferred choice of survey mode. This preference is based on their perception about the mode which may sometimes be due to certain factors. The survey response rate and response quality will intern yield a higher result if the mode employed by the survey administer suit the respondent's preference. For example, participants may perceive online surveys to be anonymous thereby making easily respond to web-based surveys easily and conveniently. However, their perception might change should the questionnaire ask for their phone numbers, emails and they may intern decide not to respond to the survey. Therefore, their choice of survey mode depends on the perception about that mode which may sometimes be controlled by certain factors.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study is to investigate the perception and willingness of participants in responding to Electronic quality assurance surveys alongside manual quality assurance surveys in the Ghanaian CoE.

This section of the study focuses on the methods and procedures used in collecting the data required for the study. It states and explains the procedures to be followed in data collection. It states and discusses the studies` research design, population and sampling technique, data collection instrument and procedure and the data analysis procedure, intervention design and implementation, the data collection procedures and data analysis.

3.2 Research Design

Creswell (2012) describes research designs as specific procedures involved in the collection of and analysing data and the report writing of the research process. The type of design for this sturdy is Survey design. It is a quantitative research procedure in which a survey or questionnaire is administered to a small group of people (sample) to study or identify trends in attitudes, opinions, behaviours, or characteristics of samples` larger group (population).

Creswell (2012) further states that qualitative research best suite a research problem in which the researcher may not know the variables and need to explore. The survey is a good procedure to use in addressing a research problem in which the researcher seeks to describe trends in large populations of individuals and not necessary testing an activity or materials.

The independent variable for the study is the perception and willingness of respondents whiles the dependent variable is "responding to survey".

3.3 Population and Sampling

3.3.1 Population

There are 46 government colleges of education currently in Ghana. The estimated average population of each college about 500 students giving an estimated number of students to be around 23,000 students. The participants for colleges of education quality assurance surveys are usually students and college staff (both teaching and non-teaching). A statistical report by the National Council for Tertiary Education (2017) indicated a total of 1,736 full-time teaching staff. The researcher intends to gather responses from both students and staff since they both take part in responding to quality assurance questionnaires in the colleges. This brings the estimated target population to 24736.

3.3.2 Sampling

The sampling technique employed in this study is convenience sampling. This is a nonprobability sampling technique where participants for the study are selected because they are willing and available for the study (Creswell, 2012). In other words, participants for the study will be selected based on how convenient it will be for the researcher. The readily available data source is what adopted for the study. Even though this sampling technique may be vulnerable to sampling error or selection bias and influences beyond the control of the researcher, it is selected because of its simplicity of sampling and the fact that data collection facilitation can be done efficiently and in a short duration. This sampling technique is mostly used by researchers doing pilot studies for hypothesis generation. It is also one of the cheapest to implement.

The researcher also adopted alongside convenience sampling, the snowballing sampling technique to minimize the sampling error or selection bias that could be associated with convenience sampling technique and to maximize the sample size. With this technique, participants help in identifying or gathering other participants to become part of the sample. Participants did so by simply forwarding the survey questionnaire to other colleagues or help the researcher identify them to get more participants. This technique helped widen the sample for the study by covering more participants.

3.3.3 Sample size

The sample frame for the study is as below;

1. Students in all 46 public Colleges of Education in Ghana.

2. Tutors and non-teaching staff of public Colleges of Education in Ghana

The sample size for the study is 379 respondents. This was calculated using the online sample size calculator by Survey Monkey (online survey service platform). The size was calculated based on a population size of 24736 with a Confidence Level of 95% and a Margin Error of 5%.

3.4 Data Collection

This is how data on variables of interest are collected and measured systematically to answer the research questions, test hypotheses, and evaluate outcomes (Creswell, 2012). This includes the instruments used and the procedure for the collection.

3.4.1 Instruments

An instrument as explained by Creswell (2012) is a tool for measuring, observing, or documenting quantitative data. For this study, the instrument to be used for data collection is a questionnaire. This is usually a form containing the set of questions relating to a study, that is given to respondents to gather statistical information.

The instrument to be used in collecting data for this study is a questionnaire. This instrument is chosen because does not require much time of the respondents its nature easily allow for employing IT tools to broaden the sample geography. It is also noted to be reliable and valid when construction and administering are done carefully. (Creswell, 2012).

The opening of the questionnaire included basic demographic data on the respondents. The content is centred on the research questions. It consisted of both open and close-ended questions with most of them being closed-ended. At least 3 questions are centred on each objective or research question. The closed-ended questions are liker-scale type. A copy of the questionnaire is appended to this study.

3.5 Data Collection Procedure

The survey questionnaire was one short survey administered through both traditional pen and paper mode and online with most being through web-based (Google Forms). With the traditional, the researcher printed the designed questionnaire and distribute them those readily available or reachable. This includes both students and staff of colleges of education. With the online, the researcher created a survey with the same content as the paper questionnaire and shared the link via email and WhatsApp platform to the targeted participants. The researcher also employed the snowballing technique by entreating respondents to also and share the survey link to other colleagues in other colleges of education.

3.6 Data Analysis

Generally, the researcher conducted a descriptive analysis of the data reporting measures of central tendency and variation. The results found were then reported using tables and figures. The key results were then discussed and the results from the data analysis were then interpreted.

The data gathered from the questionnaires were sorted and checked for missing data before entered in the SPSS software. The web-based responses were exported to excel and imported into the SPSS software. The software was then be used to generate the statistical tools or analysis needed for the study. The following statistical tools were employed to analyse the data;

1. Averages and percentages of responses were employed to provide a summary of the responses.

2. Standard deviation was also calculated to measure the spread of the results and used with the determine statistical significance and expected variation.

3. Pearson correlation and multiple regression were also employed to determine the relationship between the variables under study.

4. Analysis of variance (ANOVA) was also used to test for a difference among male, female, students and tutors in terms of their preference of survey mode.

3.7 Validity and Reliability of the Instrument

Validity is the ability of an instrument to measure what it is intended to measure (Taherdoost, 2018). In other to ensure the validity of the instrument, the researcher after deriving the instrument items from the related literature discussed it with his supervisor. Guidelines where given and the revised questionnaire was resubmitted for verification before they been used to collect the data.

Taherdoost (2018) also explains reliability as concerned with repeatability, thus an instrument is said to be reliable if it provides the same results when repeated under constant conditions. To ensure the reliability of the instrument, test-retest reliability was conducted. The instrument was administered to a group of respondents who are easy to reach twice within one month. The result from both tests was compared and it was observed that the results were similar. A further test for reliability using SPSS version 25 revealed an acceptable Cronbach's Alpha of 0.711.

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument. Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.

3.8 Ethical Issues

According to Creswell (2012), individuals who participate in a study has the rights to know the purpose and aim of the study, how the results will be used, and the likely social consequences the study. They also reserve the right to refuse taking part in a study and to withdraw at any time. These rights were taken into consideration through the data collection process. No responded was forced to respond and the purpose of the study was also made clear to the respondents.

The researcher also made sure no confidential personal information was required by the respondents and the report from the data collected is also reported honestly without altering any findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter of the study presents the results and discusses the findings of the study. It focusses on the data gathered from the staff and students of colleges of education across Ghana. The responses gathered was directly about the perception of participants in responding to both manual and electronic QA survey as well as their preferred choice and factors that contributed to their choice of survey mode.

4.2 Response and Background Information of Respondents

The researcher could only gather 132 responses via online due to no known responses for manual surveys as a result of the COVID-19 outbreak. The responses captured under the respondents' background are gender, position or category in the college (either student or staff), age-range and the zone which they belong to can be categorized.

Out of the 132 respondents, 93 are males and 39 are females representing 70.5% and 29.5% respectively. This comprised of 42 staff of colleges of education (35 tutors and 7 non-teaching staff) and 90 students. Age range distribution and the college geographical zone of the respondence are summarised in tables 1 and 2 below respectively.

Table 1: Age distribution of respondents

Age range	Frequency	Percent (%)
Below 20	5	3.8
20-30 years	89	67.4
30-40 years	16	12.1
Above 40	22	16.7
Total	132	100.0

Source: Field data, 2020

Table 2: College geographical zone of respondents

Zone	Frequency	Percent (%)
Northern Zone	96	72.7
Ashanti/Brong Ahafo Zone	16	12.1
Volta Zone	11	8.3
Eastern/Greater Accra	4	3.0
Central/Western Zone	5	3.8
Total	132	100.0

Source: Field data, 2020

The respondents' background information shows 70% of respondents are below age 30 (3.8 and 67.4) and 70.5% of them are male. Though it could be a confirmation of Ansolabehere and Schaffner (2014) findings that males and younger adults prefer electronic surveys, this might not be the case as most of the respondents are students below age 30 and also the gender ratio in Ghanaian collages of education might not be balanced.

4.3 Perception of Participants towards Responding to Electronic Surveys and Manual QA Surveys

There are two questions in the questionnaire that were used to gather data relating to the perception of participants in responding to manual or electronic surveys. The first question was centred on participants perception about electronic surveys whiles the other was on perception about electronic surveys. Tables 3 and 4 below summarises the responses for these questions respectively.

Table 3: Respondents perception about electronic surveys

Respondents Perception About Electronic Surveys	Response Freq	Mean	Std. Deviation	Response Percent (%)
Fast to respond to	81	0.61	0.489	30.5
Ensures privacy and anonymity	66	0.50	0.502	24.8
Convenient to respond to	59	0.45	0.499	22.2
Difficult in responding to	30	0.23	0.421	11.3
Tedious and takes more time	19	0.14	0.352	7.1
Doesn't ensure privacy and anonymity	10	0.08	0.266	3.8
It encourages laziness	1	0.01	0.87	0.4
Total	266			100.0

Multiple responses

Source: Field data, 2020

Table 3 above represents the participants' responses concerning their perception about electronic survey. The response from the survey shows that 266 multiple responses were gathered. Out of this, 30.5% of the sample turn to perceive electronic surveys as being fast to respond to with a mean and standard deviation of 0.61 and 0.489 respectively, 24.8% perceived electronic surveys to ensure privacy and anonymity with 0.50 and 0.502 as the mean and standard deviation respectively. About 22% perceive it to be convenient to respond to with a mean of 0.45 and a standard deviation of 0.499. This brings the total positive responses for participants perception about electronic

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surveys to approximately 77.5% (30.5+24.8+22). The remaining 22.5% (11.3, 7.1, 3.8 and 0.4) of the responses are directed towards downside perspective of the electronic survey. About 11.3% of the participants are of the perception that electronic surveys are difficult to respond to. Also, 7.1% and 3.8% perceived electronic surveys to be tedious or time-consuming to respond to and also not ensuring respondents privacy and anonymity respectively while 1 respondent representing 0.4% perceives electronic surveys to be encouraging laziness.

Table 4: Respondents perception about manual surveys

Respondents Perception About Manual Surveys	Response Freq	Mean	Std. Deviation	Response Percent (%)
Tedious and takes more time	79	0.60	0.492	30.5
Doesn't ensure privacy and anonymity	57	0.43	0.497	22.0
Difficult in responding to	45	.034	0.476	17.4
Ensures privacy and anonymity	27	0.20	0.405	10.4
Fast to respond to	26	0.20	0.399	10.0
Convenient to respond to	24	0.18	0.387	9.3
Respondents read and understand more	1	0.01	0.087	0.4
Total	259			100.0

Source: Field data, 2020

Table 4 above also represents the respondent's perception of manual surveys. Taking a closer look, it is evident that out of the 259 multiple responses, 181 responses representing about 70% were negative. Respondents who perceived manual surveys to be tedious and requiring more time are 30.5% while those who perceived it not to ensure privacy and anonymity is 22%. Those who perceived it to be difficult to respond to is 17.4%. The positive responses which entail manual surveys ensuring privacy and anonymity, convenient to respond to and fast to respond to are 10.4%, 9.3% and 10%

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respectively. Also, 1 respondent representing 0.4% is of the perception that manual surveys encourage students under to read through the questions helping students to understand more as compared to electronic surveys.

Table 5: Crosstabulation of participants perceptions on electronic and manual surveys

Perception of Electronic surveys		Tedious and takes more time	Difficult in responding to	Ensures privacy and anonymity	Convenient to respond to	Fast to respond to	Doesn't ensure privacy and anonymity	Respondents read and understand more	Total
Tedious and takes more time	Count	8	8	11	10	9	8	0	19
	% Electronic	42.1	42.1	57.9	52.6	47.4	42.1	0	
	% Manual	10.1	17.8	40.7	41.7	34.6	14.0	0	
	% of Total	6.1	6.1	8.3	7.6	6.8	6.1	0	14.4
Difficult in responding to	Count	10	7	14	15	12	8	1	30
	% Electronic	33.3	23.3	46.7	50.0	40.0	26.7	3.3	
	% Manual	12.7	15.6	51.9	62.5	46.2	14.0	100.	
	% of Total	7.6	5.3	10.6	11.4	9.1	6.1	0.8	22.7
Ensures privacy and anonymity	Count	53	33	14	12	9	47	0	66
	% Electronic	80.3	50.0	21.2	18.2	13.6	71.2	0	
	% Manual	67.1	73.3	51.9	50.0	34.6	82.5	0	
	% of Total	40.2	25.0	10.6	9.1	6.8	35.6	0	50.0
Convenient to respond to	Count	49	30	11	8	6	41	0	59
	% Electronic	83.1	50.8	18.6	13.6	10.2	69.5	0	
	% Manual	62.0	66.7	40.7	33.3	23.1	71.9	0	
	% of Total	37.1	22.7	8.3	6.1	4.5	31.1	0	44.7
Fast to respond to	Count	61	32	15	10	12	44	0	81
	% Electronic	75.3	39.5	18.5	12.3	14.8	54.3	0	
	% Manual	77.2	71.1	55.6	41.7	46.2	77.2	0	
	% of Total	46.2	24.2	11.4	7.6	9.1	33.3	0	61.4
Doesn't ensure privacy and anonymity	Count	5	5	9	7	7	5	1	10
	% Electronic	50.0	50.0	90.0	70.0	70.0	50.0	10	
	% Manual	6.3	11.1	33.3	29.2	26.9	8.8	100	
	% of Total	3.8	3.8	6.8	5.3	5.3	3.8	0.8	7.6
It encourages laziness	Count	0	0	1	0	0	0	1	1
	% Electronic	0.0	0.0	100.0	0.0	0.0	0.0	100	
	% Manual	0.0	0.0	3.7	0.0	0.0	0.0	100	
	% of Total	0.0	0.0	0.8	0.0	0.0	0.0	0.8	0.8
Total	Count	79	45	27	24	26	57	1	132
	% of Total	59.8	34.1	20.5	18.2	19.7	43.2	0.8	100.

Source: Field data, 2020

Table 5 above shows a crosstabulation of participants perception of electron surveys along the rows and that of manual surveys along the columns.

Interpreting the table for the first major row (Tedious and takes more time) for perception on electronic surveys, it can be said that 8 participants representing 6.1% of the total sample perceived both survey modes to be "Tedious and takes more time". This represents 42.1% of the 19 participants who perceive electronic surveys to be tedious and 10% of the 79 participants who perceive manual surveys to be tedious. The next adjacent column represents participants who perceived electronic surveys to be both tedious to respond to and difficult to respond to. From the table, it can also be seen that 8 participants representing 6.1% of the entire sample have this perception. This number takes 42.1% of the total response for perception about electronic surveys been tedious and 17.8% of the entire responses for manual surveys been perceived as difficult to respond to. This trend is how the table shows the relationship between the perception of both survey modes across the rows and columns of the table. The last row and column labelled total represent the respective total responses for the row and column headers. Overall, one could infer from the first three highest response frequency for electronic survey perception that more participants perceive electronic surveys to be fast to respond to, ensures privacy and convenient to respond to as the record the high figures 81, 66 and 59 out of the total of 266 responses for perception on electronic surveys. On the other hand, participants perception about manual surveys shows that more responses are on manual surveys being tedious, not ensuring privacy or anonymity and difficult to respond to are they record the first three highest response frequency of 79, 57 and 45 respectively.

Table 6: Cross table of Participants Perception of electronic surveys and their preferred survey mode

Perception of Electronic Survey		Electronic/ Online	Manual	Total
		Preferred Mode		Total
Tedious and takes more time	Count	12	7	19
	% within row	63.2	36.8	
	% within Column	11.5	25.0	
	% of Total	9.1	5.3	14.4
Difficult in responding to	Count	16	14	30
	% within row	53.3	46.7	
	% within Column	15.4	50.0	
	% of Total	12.1	10.6	22.7
Ensures privacy and anonymity	Count	59	7	66
	% within row	89.4	10.6	
	% within Column	56.7	25.0	
	% of Total	44.7	5.3	50.0
Convenient to respond to	Count	58	1	59
	% within row	98.3	1.7	
	% within Column	55.8	3.6	
	% of Total	43.9	0.8	44.7
Fast to respond to	Count	74	7	81
	% within row	91.4	8.6	
	% within Column	71.2	25.0	
	% of Total	56.1	5.3	61.4
Doesn't ensure privacy and anonymity	Count	6	4	10
	% within row	60.0	40.0	
	% within Column	5.8	14.3	
	% of Total	4.5	3.0	7.6
It encourages laziness	Count	0	1	1
	% within row	0.0	100.0	
	% within Column	0.0	3.6	
	% of Total	0.0	0.8	0.8
Total	Count	104	28	132
	% of Total	78.8	21.2	100.0

Source: Field data, 2020

Table 6 above represents a cross-tabulation of Participants Perception of electronic surveys and their preferred survey mode. A closer look at the totals for each row representing the total responses under each perception reveals that more responses are on the reasons relating to survey being fast to respond to (61.4%), privacy (50%) and

convenience of the survey to be responded to (44.7%). This implies that participants are more likely to consider these reasons before responding to QA surveys.

The discussion above confirms the study of Ward (2014) which states that participants perception on survey mode includes anonymity of the delivered mode. Implying that participants might be willing to respond to sensitive surveys if they perceive the mode to anonymous. This is also in line with the findings of Denny et al. (2008) that students find internet-based tablets more private and confidential when it comes to responding to school surveys.

4.4 Perceived Preference of Participants Towards Electronic or Manual QA Surveys

To answer the second research question which was centred on identifying the respondence preferred survey mode, two questions were used in the instrument to address this question or objective. These questions asked respondents to identify the survey mode they respond to willingly and the survey mode they preferred.

The researcher first tested to know if respondents usually respond to quality assurance surveys willingly. The results from the data gathered shows that, more than half of the respondents (56.8%) responded to surveys willingly, 40.2% of the respondents said they sometimes responded to surveys willingly and only 3% said they do not usually respond to surveys willingly. The mean and standard deviation for the response is 1.89 and 0.959 respectively. This result implies that almost all respondents (97%) of the respondents at a point in time respond to surveys willingly. Since all responses for this study were electronic-based, one could infer that participants to a survey are more likely to respond to surveys willingly if they are electronic-based. The table below summarises this result.

Table 7: Participants willingness to respond to a survey

Do you take part in responding to surveys willingly	Frequency	Percent
Yes	75	56.8
No	4	3.0
Sometimes	53	40.2
Total	132	100.0

Mean =1.89, Standard Deviation = 0.959

Source: Field data, 2020

Table 8 below also presents participants response about the survey mode they usually respond to willingly. With a mean of 1.83 and a standard deviation of 0.974, the results further show about half of the participants (51.5%) willingly respond to electronic surveys whiles 40.9% will respond to both surveys modes willingly. The remaining 7.6% chose manual surveys as the mode they will respond to willingly. This goes to further confirm the discussion for table 7 that participants are more likely to willingly respond to electronic surveys than manual surveys.

Table 8: Survey mode participants willingly respond to

Which mode do you usually respond to willingly?	Frequency	Percent
Electronic/Online	68	51.5
Manual	10	7.6
Both	54	40.9
Total	132	100.0

Mean =1.83, Standard Deviation = 0.974

Source: Field data, 2020

Table 9 shows the response on the preferred mode of survey by the respondents. The data gathered indicates that majority of the respondents (78.8%) preferred online surveys while 28% preferred manual surveys. Comparing the three table (8, 9 and 10) it is evidenced that the number of people who preferred online surveys (104) is more than those who usually respond to electronic surveys (68) and who always respond to surveys willingly (75). This can be an implication that though most participants prefer electronic surveys, they are mostly presented with manual surveys to respond to.

Table 9: Participants preferred survey mode

Which of these modes will you prefer most?	Frequency	Percent (%)
Electronic/Online	104	78.8
Manual	28	21.2
Total	132	100.0

Mean = 1.21, Standard Deviation = 0.410

Source: Field data, 2020

Table 10: One-Sample test of participants preferred survey mode

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Preferred Mode	-8.060	131	.000	-.288	-.36	-.22

*Test Value = 1.5

Source: Field data, 2020

A one-sample t-test with a test value of 1.5 (average) reveals a statistically highly significant difference (t=-8.060, df=131, p<0.001) at 95% confidence interval. This disproves and therefore rejects the null hypothesis and accepts the alternative hypothesis. Hence, there is a significant difference between participants preference for

electronic-based QA surveys and manual QA surveys. This however conflicts with the findings of (Thorpe, 2002) that there is no significant difference between manual and electronic surveys but confirms that of Chang (2004).

The study further confirms other studies (Denny et al., 2008; Dammeier et al., 2004; Levine et al., 2004; Qualtrics, 2020; Snapsurveys, 2020) that web-based or electronic surveys are more likely to be responded to or yield more respondents than manual surveys where basic IT tools are in use. Therefore, they get more response than paper-based surveys.

4.5 Factors Underpinning Participants' Preference for One QA Survey Mode Over the Other

In addressing the research question or objective relating to the sub-topic above the question in the questionnaire used was asking respondents to select and or state their reason for their choice of survey mode. The table below summarises the responses in percentages and descending order.

Table 11: Participants reason for their survey mode choice

Participants Reason for Choice	N	Mean	Std. Deviation	Percent (%)
It is easy to respond to	93	0.64	0.456	21.3
It is fast to respond to	84	0.64	0.481	19.2
It is comfortable to use	83	0.63	0.485	19.0
It is convenient to respond to	74	0.57	0.497	16.9
Ensures privacy and anonymity	68	0.52	0.502	15.6
Does not require any special skills	34	0.26	0.439	7.8
Does not require the use of internet or data	1	0.01	0.087	0.2
Total	437			100.0

Source: Field data, 2020

The response shows that participants preference of a survey mode is determined by factors such as the survey being easy to respond to, fast in responding to, comfortable, convenience, privacy and anonymity, not requiring special skills and use of respondents own internet data with more emphasis on the first 3 to 6 factors mentioned as they record higher frequencies among the other response.

Table 12: Crosstabulation of participants preferred survey mode and their reasons

Survey choice Reason		Preferred Mode		Total
		Electronic/Online	Manual	
It is easy to respond to	Count	83	10	93
	% within Reason	89.2	10.8	
	% within Mode	80.6	35.7	
	% of Total	63.4	7.6	71.0
It is fast to respond to	Count	78	7	85
	% within Reason	91.8	8.2	
	% within Mode	75.7	25.0	
	% of Total	59.5	5.3	64.9
Ensures privacy and anonymity	Count	61	7	68
	% within Reason	89.7	10.3	
	% within Mode	59.2	25.0	
	% of Total	46.6	5.3	51.9
It is convenient to respond to	Count	63	12	75
	% within Reason	84.0	16.0	
	% within Mode	61.2	42.9	
	% of Total	48.1	9.2	57.3
Does not require any special skills	Count	26	8	34
	% within Reason	76.5	23.5	
	% within Mode	25.2	28.6	
	% of Total	19.8	6.1	26.0
It is comfortable to use	Count	70	13	83
	% within Reason	84.3	15.7	
	% within Mode	68.0	46.4	
	% of Total	53.4	9.9	63.4
Does not require the use of internet or data	Count	0	1	1
	% within Reason	0.0	100.0	
	% within Mode	0.0	3.6	
	% of Total	0.0	0.8	0.8
Does not require the use of any device	Count	0	1	1
	% within Reason	0.0	100.0	
	% within Mode	0.0	3.6	
	% of Total	0.0	0.8	0.8
Total	Count	103	28	131
	% of Total	78.6	21.4	100.0

Source: Field data, 2020

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Further crosstabulation of reasons for participants choice of survey mode and their preferred mode indicates survey modes are determined by factors such as easiness, fast in responding, comfortability and privacy-related factors among others as shown in the table above.

From the cross-tabulation analysis, 89.2% of the people whose reason for a choice of a survey mode base on it being easy prefer electronic surveys whiles 80.6% of those who prefer electronic surveys associate it to be easy to respond to. On the contrary, 10.8% of the people whose choice for a survey mode is based on its easiness to respond to prefer manual surveys whiles 35.7% of those who preferred manual surveys believe it is easy to respond to.

On the row for fast to respond to, 91.8% of participants whose choice of survey mode is based on survey been fast to respond to prefer electronic surveys, while 8.2% prefer manual surveys. Out of the total number who prefer electronic surveys, 75.5% are based on the fact that they are fast to respond to while 25% of those who prefer manual survey are based on the fact that they are fast to respond to.

A further look at the table also reveals that out of the 57.3% of the responses for the choice of survey been based on convenience of response, 84% prefer electronic surveys while 16% prefer manual surveys. And of the total number of responses for participants who prefer manual survey, 61% are linked to the fact that electronic surveys are convenient to respond to while 42.9% of those who prefer manual survey associate their choice with convenience of the survey to respond to.

The findings above imply that participants choice of QA survey mode is highly based on factors such as easiness and fastness of the survey to be responded to, survey ensuring privacy or anonymity and convenience in responding to it. This is in line with findings of Liu and Wronski (2018) that survey response rate is greatly affected by difficulty nature of the questions. It further confirms Andrews et al. (2010) study that states that privacy and confidentiality are factors that affect the survey response rate. In other words, participants are likely not to respond to a survey if they perceive the survey administered mode to be associated with issues of privacy and confidentiality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents a summary of the major findings and draws a conclusion based on the findings. It additionally presents the recommendations made from the study and suggests areas for further studies.

5.2 Summary of Key Findings

The summary of the key finding from this study is categorised under thematic subtopics which are developed from the respective research questions or objective of the study. These findings are as below

5.2.1 Perception of participants towards responding to electronic surveys and manual QA

1. the study revealed that participants perceptions about surveys include but not limited to survey modes being;

    a) Tedious and takes more time

    b) Difficult in responding to

    c) Ensures privacy and anonymity

    d) Convenient to respond to

    e) Fast to respond to

    f) Doesn't ensure privacy and anonymity

    g) It encourages laziness

2. From the perceptions mentioned, most perceptions about electronic surveys modes include the following in from highest to least occurrence.

    I. Fast to respond to

    II. Ensures privacy and anonymity

    III. Convenient to respond to

3. The perception of most participants about manual surveys are also as follows from highest to least occurrence

    I. Tedious and takes more time

    II. Doesn't ensure privacy and anonymity

    III. Difficult in responding to

5.2.2 Perceived preference of participants towards electronic or manual QA surveys

The study further revealed that most participants to surveys prefer and will most likely willingly respond to electronic-based survey more than manual surveys. It further reveals a statistically highly significant difference in the preference of electronic QA surveys and manual QA surveys (t=-8.060, df=131 p<0.001).

5.2.3 Factors underpinning participants' preference for one QA survey mode over the other

The study also reveals that participants reason for preference of a survey mode are;

1. Survey mode is easy to respond to

2. Survey mode being fast to respond to

3. Survey mode being comfortable to respond to

4. Survey mode being convenient to respond and

5. It assured of privacy and anonymity

This goes to suggest that these factors affect the participants preferred survey mode and hence their wiliness to take part in the survey.

5.3 Conclusion

In administering QA surveys in institutions, its most important to consider the survey mode which will yield more results by getting more responses and detailed responses from users. This can be catered for if survey designers consider the perception of response on survey modes. For electronic surveys, most participants perceive it to be fast to respond to, ensures privacy and anonymity and convenient to respond to. They however perceive manual surveys to be tedious and takes more time, doesn't ensure privacy or anonymity and difficult in responding to. These factors should be considered before designing and selecting the survey mode to be used.

Also, the electronic-based survey should be considered more because more respondents will easily and willingly respond to it that manual surveys and this will yield more responses especially in places where there is high availability of IT gadgets.

Further, factors such as survey mode being easy to respond to, fast and comfortable to be responded to, convenient and assurance of privacy and anonymity should be considered when designing and conducting QA surveys. These factors are more likely to determine whether more people will take part in the survey of not.

5.4 Recommendations

The following are the recommendations made from the study

1. In designing and conducting QA surveys, surveys designers should consider the following when deciding on the survey mode

1. Survey mode is easy to respond to

2. Survey mode being fast to respond to

3. Survey mode being comfortable to respond to

4. Survey mode being convenient to respond and

5. Survey mode is assured of privacy and anonymity

2. Though electronic survey yields more response, the manual survey should be considered where participants may be limited in the necessary IT tools and services. Combining the two survey modes will likely yield more responses than using one.

5.5 Suggestions for Further Research

The suggestions for further studies following the findings of the study are below;

1. The study could also be carried out on larger groups including basic education to determine if different or similar results could be ascertained.

2. Comprehensive studies could also be carried out to know if specific year groups of students or student gender preference of surveys modes differ.

3. Further studies should be made to determine the available IT tools that could be used to conduct surveys and come out with analysis without the need for any further data entry or coding involved.

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APPENDIX

QUESTIONNAIRE

You have been asked to complete this survey as part of a research project conducted by Mr Sadik Issah, a student at UEW-K. The research project is designed to examine the perception and willingness of participants in responding to the Electronic and Non-electronic Quality Assurance survey in CoE in Ghana. Your responses are entirely voluntary and this survey is designed to be anonymous. By completing and submitting the survey, you give your consent for the researcher to use your answers in his research. Thank you

Biographical Data

1. Gender: ☐ Male   ☐ Female

2. Educational Level:

   ☐ Tutor   ☐ Student [Specify if student Level: ☐ 100   200 ☐   300 ☐]

3. Age Range

   ☐ Below 20   ☐ 20--30   ☐ 30-40   ☐ Above 40

4. Which of the zones below does your college fall under?

   ☐ Northern Zone   ☐ Ashanti/ Brong Ahafo Zone   ☐ Volta Zone

   ☐ Eastern/Greater Accra Zone   ☐ Central/ Western Zone

Context Questions

1. By which mode was this questionnaire delivered to you?

☐ On Paper ☐ Electronically (online)

2. What do think of surveys involving using electronic devices such as phones to respond to a questionnaire? (Select all may apply)

☐ Tedious and takes more time ☐ Convenient to respond to
☐ Difficult in responding to ☐ Fast to respond to
☐ Ensures privacy and anonymity ☐ Doesn't ensure privacy and anonymity
☐ Other (Please Specify) …………………………………………………

3. What do you think of surveys involving the use of pen and paper? (Select all may apply)

☐ Tedious and takes more time ☐ Convenient to respond to
☐ Difficult in responding to ☐ Fast to respond to
☐ Ensures privacy and anonymity ☐ Doesn't ensure privacy and anonymity
☐ Other (Please Specify) …………………………………………………

4. Do you often take part in responding to surveys willingly?

☐ Yes ☐ No

5. Which mode do you usually respond to willingly?

☐ Electronic/Online surveys ☐ No-electronic (pen and paper)

☐ Both

6. Which of these modes will you prefer? (Select only one)

☐ Electronic/Online surveys ☐ No-electronic (pen and paper)

7. What is/are your reasons for your choice in the previous question? (Select all applicable)

☐ It is easy to respond to ☐ It is convenient to respond to
☐ It is fast to respond to ☐ Does not require any special skills
☐ Ensures privacy and anonymity ☐ it is comfortable to use
☐ Other (Please Specify) …………………………………………………