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S U M M A R I E S

JAN LUTYŃSKI

CONCEPTS OF QUESTIONS INCLUDED IN THE QUESTIONNAIRE: THEIR RESEARCH APPLICATION AND CONSEQUENCES

A sociologist who maintains — on the strength of answers to the questions comprised in the questionnaires used in interviews or responded in written form — that the individuals covered by the investigation are marked by definite characteristics, bases his statement on certain assumptions. The latter may vary also in the case of one question. This depends, i.a. on the concept of the question as an instrument adopted, *explicite* or *implicite*, by the investigator. The most common is a limited informative concept of the question. In consonance with it, the question discussed makes a demand for information, addressed to the respondent. Obtaining of the information pertaining to each individual of the sample community is necessary to solve the problem concerned. The assumptions on which the investigator accepting that concept bases his proceedings refer to the respondent's reliability and readiness to impart information. According to another concept, as a matter of fact rather seldom applied in sociological research, the single question does not exercise a separate informative role but makes a "non-independent" component of the whole set of questions, i.e. of the test, the global answers to which give the grounds for the given individual being classed into a definite category in the scale. This is the so-called test concept of the question, characteristic of many psychological researches. The assumptions adopted by the investigator availing himself of the questions in consonance with that concept, pertain to the whole test and, namely, its reliability and validity.

According to the successive indicatory concept of the question, the respondent's answers are the indicators of the characteristics of the individuals covered by the research. Thus the said characteristics make *indicata* for answers of that type. It is also worth mentioning that, in some cases, the *indicata* are determined precisely and independently of the indicators and, in others, they are not. The assumptions which enable drawing conclusions with regard to appearance of a definite characteristics of the individual subject to enquiry, apply to the conviction about the interconnection between the indicator and *indicatum*. That relationship is not expressed numerically and may be a relatively weak one. And, finally, what should be mentioned as well is the extended informative concept of the question. According to that concept the question makes a stimulus of the statement which is liable not to convey directly the information about the phenomenon examined but on the basis of which such an information may be formulated by the investigator. Accepting this information

as trustworthy, he bases on various assumptions which have to be trustworthy as well. The latter two concepts of the question are quite often adopted by various scholars what is manifest in the definitions used by them especially in interpretation of schedules.

Availing oneself of a question in the course of investigation implies adoption of one of the said concepts and thus, acceptance of the assumptions involved. The investigators are generally aware of this but they seldom formulate precisely those assumptions and hardly ever substantiate them. The problem is, however, that such assumptions require justification. Hence the relevant postulates not infrequently put forward by the authors of methodological dissertations. According to those postulates the investigators should give such a justification either after obtaining the material, due to the findings whose basis make answers to various questions, or before asking the question, by way of verification of its operation in pilot investigations. Both the positions on the question do not exclude each other yet, the first is characteristic rather of the methodologists laying a stress of the indicatory concept of the question and, the second, of those who treat answers to the question as a basis for formulating the information. In spite of those recommendations the investigators mostly do not analyze the correctness of the assumptions connected with the different concepts of the question. That is why — if cautious, they resign from rather far-reaching conclusions and rest satisfied with statements concerning the number of the respective kind of answers what does not call for their interpretation. In many cases they formulate conclusions regarding the investigated phenomena by way of an interpretation of answers, for which they have but a very poor justification.

The requirements connected with various concepts are not uniform. What differs as well are the possibilities of a correct employment of those concepts. The limited informative concept of the question may be applied but with regard to such phenomena about which the respondent may be asked directly. What is even more limited is the range of application of the test concept in the case of which very many questions have also to be asked in order to get one information. Now the indicatory concept which imposes the least requirements upon the investigators, and which can be applied to all questions, is inconvenient in that sense that it does not allow to recognize the results obtained as final even with regard to the sample examined. The problem is that this concept admits a certain probability — none too great and, as a rule, indefinite — of an indicatum appearing with the given indicator. This inconvenience is avoided in the case of expanded informative concept of the question, the range of its application being not so wide as of the previous one though wider than of the first two concepts mentioned above. Moreover, its fully justified application calls for an ability of verifying the data obtained by means of questions and of carrying out such a verification with a positive result. It is on the route of such verifications that it will be possible to define in future what is the probability that the information obtained by means of the given question is true. If such a progress is actually made, it will turn out that in case of some information and questions the probability is not so great as assumed by the informative concepts. This calls in turn, for the principles being worked out of formulation and the degree of justification, of the numerical conclusions pertaining to the communities and based on individual information when a definite part of the latter is liable to be false.

ILONA PRZYBYŁOWSKA

FREE INTERVIEW WITH A STANDARDIZED LIST OF WANTED
INFORMATION: POSSIBILITIES OF ITS APPLICATION
IN SOCIOLOGICAL RESEARCH

The article is based on the research experience of the author. The type of interview herewith discussed has been applied with regard to 217 persons — parents of the primary school pupils in the country — the subject of the talks being their aspirations regarding the education of their children. The experience acquired in employment of this kind of interview made the grounds for formulation of the general rules of the proceeding involved in the preparation and performance of the research concerned. The validity of those rules has been tested in 814 cases involved in other investigations.

The free interview with a standardized list of the information wanted bases on the proceeding described below. The interviewer does not avail himself of a questionnaire (i.e. a uniform list of questions addressed to respondents and prepared in advance). What he commands of is, however, the so-called standardized list of wanted information, determining the scope and kind of collected data. The interviewer's task consists in obtaining — by way of the free interview — all the information mentioned in the list. The assumption is that the flexibility of carrying out the interview (i.e. adjustment of the form, substance and sequence of questions to the respective respondents) will favour obtainment of trustworthy data. The availability of the standardized list of wanted information provides for unified data being obtained about the persons subject to investigation and this enables, in turn, quantitative elaboration of the material collected.

The interview discussed is applied in the investigations whose aim is statistical verification of hypotheses and in the case of which employment of questionnaire survey is notably hampered or, simply, impossible. This applies mainly to the situation when:

1) The subject of the research are the complex and multi-dimensional phenomena whose theoretical image the scholar is able to construct (e.g. the aspirations, attitudes, motivations etc.) and the attempts at penetrating to those phenomena by way of the questions included in the questionnaire lead to creation of what is described as "non-existing reality."

2) The problems covered by the investigation are irksome and may be alleviated, or omitted, but if a notable elasticity assumed of carrying out the interview concerned.

3) The investigation deals with populations differentiated internally (in terms of the level of intelligence, education, perception and verbalization) what precludes formulation of identical questions which would be effective in the case of all respondents.

4) The subject of the enquiry are the populations misinterpreting the aims of the interviews carried out by means of printed forms what is likely to weigh upon the reliability of the information obtained on this route.

It is to be borne in mind, of course, that the fragments of reality, investigated by means of that technique, should meet the general requirements adopted for the techniques which aim at obtaining standardized information.

However, the type of the interview herewith described cannot be employed in a mass scale since it sets too high demands with regard to interviewers. It requires from them notable efficiency in carrying out the free interview, an emotional and cognitive commitment, self-control and a critical attitude towards their own work. This calls, in turn, for an adequate organization of the research i.a. for personal participation of the investigator in collection of the material. Introduction of formalized methods of the control of the investigators' work is almost impossible in this case. In this connection the research worker has to relay in this case on the efficiency, intellectual ability and honesty of the interviewers and, at the same time, spare no effort in order to arouse with them strong desired motivations and a high degree of self-criticism.

ANDRZEJ PILICHOWSKI
WŁODZIMIERZ ROSTOCKI

REPEATED VERIFICATION INTERVIEW AS A METHOD OF GETTING
INFORMATION ON THE VALUE OF AN ANSWER
TO THE QUESTIONNAIRE QUESTION

The paper deals with some of the findings of methodological research taken up to determine the usefulness of a repeated verification interview for assessment of the value of the information obtained by way of a questionnaire survey. The repeated verification interview was applied after a standard questionnaire survey and carried out always with regard to one question included therein. It had the character of a directed free interview and was conducted in consonance with a list of wanted information (dispositions), prepared in advanced.

The repeated verification interview was meant to:

- 1) reconstruct the intellectual processes (especially, those of understanding to question) and other psychical phenomena contributing to the respondent's inner reaction to the question included in questionnaire survey, and
- 2) obtain the same information as in the said survey but on a route easier for the respondent.

The assumption was that the necessary conditions for recognizing the respondent's answer in the questionnaire survey as a correct one (i.e. giving the trustworthy information wanted by the investigator) is the statement that: 1) the respondent's comprehension of the terms appearing in the question is consonant with the definition adopted by the investigators; 2) the respondent believes that the answer given by him makes his own, personal opinion, i.e. that his actual conviction on the matter concerned is the same as stated by him in his answer, 3) the respondent's answer is steady, i.e. the same in the questionnaire survey as the one in the repeated verification interview.

On the basis of the information collected in the repeated verification interviews, recorded on the tape, a detailed evaluation was carried out of the process of construction of an answer to the question included in the questionnaire. The said evaluation was performed on the basis of the above mentioned criteria. It has made it possible to reject (recognize as incorrect) 25

per cent of answers given by 11 respondents to five questions of a questionnaire dealing with social structure.

ANNA KUBIAK

ANALYSIS OF GLOBAL QUESTIONS INCLUDED
IN QUESTIONNAIRE SURVEY

One of the major trends of methodological deliberations on questionnaire survey are those pertaining to questions and their evaluation. The author deals with a fragment of those problems connected with a certain kind of questions encountered in the questionnaires and defined as the so-called closed questions. They demand from the respondent an answer about a complex object of which a number of components may be singled out. The global character of the object of the question and the response, sought for and connected with it, may be narrowed by the respondent, made more precise or reduced to one element. This may be exemplified by the question: "Are you satisfied with your employment at enterprise X"? It is meant to make the respondent formulate roughly an assessment of his (her) occupational work. This type of closed questions — in the case of which the information wanted pertains to a complex set of phenomena, notions or components and a correct answer is, in the investigator's assumption, to pertain to the whole problem — has been given the name of global questions. The Investigator obtains a correct answer only when the respondent has taken into account all the elements which, in the investigator's opinion form the given phenomenon, when he has properly thought it out and only then made his answer. This assumes, of course, his proper understanding of the notion contained in the question.

In the empirical analysis, the hypothesis has been adopted that a better, more reliable information is obtained by way of asking a number of detailed questions instead of a single global one. Four global questions have been selected and then, for each of them, a number of detailed questions formulated, covering with their range all the components of the notion contained in the global question. The global questions and the detailed ones were subsequently treated as competitive modes of obtaining the same information. A more detailed interview, carried out with each respondent, was employed as a means for verification of the value of the answers given, respectively, to the global and the detailed questions. A total of 40 respondents were included in the sample group. In order to examine the hypothesis, the discrepancies have been analyzed in the responses to the global questions, the detailed ones and those posed in the course of the more penetrating interview.

As a result there are the grounds for the statement that the hypothesis has been strongly confirmed but with regard to one global question. As far as the other questions are concerned, it is difficult to say which mode of obtaining information — by way of global questions or the detailed ones — may be recognized as more effective. The additional information collected in the course of the investigation concerned seems to indicate that better results are obtained

by means of the detailed questions. Nevertheless, in view of the fragmentary character of the information thus obtained it cannot be used as a basis for formulation of ultimate conclusions. Hence the need to take up further analysis of the question.

KRZYSZTOF KISTELSKI

THE MULTISTAGE METHOD OF ASKING CAFETERIA QUESTIONS

One of the kinds of questions applied in questionnaire surveys are the questions with a long list of possible answers, not infrequently embracing more than ten possibilities. Two aspects should be taken into account in consideration of the length of that list:

1. The interviewer's tendency to cover the whole range of the problems making the object of the question;
2. The respondent's intellectual capacities enabling perception and memorizing of the questions (inclusive of answers) what is indispensable to get correct answers from the person polled.

The paper contains a proposal for employment of a new method of investigation into their respondents' opinion by way of questions with many alternative answers making a long list of possibilities. The new proceeding may be determined as the method of multistage sounding by way of questions with many-member answer alternative. The method consists in the question with a long list of possible answers being split into two questions, with a similar, or the same evocation part, but representing a half of the basic possibilities comprised in the original question. The respondent chooses the same number of possibilities from each half of the list which has originally been assumed by the investigator. The following stage is that of the respondent making a choice of the assumed number of possible answers from among those which he has chosen in the case of the preceding two questions. The assumed aim of employment of the same method is reduction of the difficulty involved in posing the question with a long list of possible answers by curtailing that list and thus making it easier for the respondent to memorize all possibilities.

In order to verify the hypothesis on the superiority of the proposed method, as compared with the traditional mode of asking questions of this type, a research was carried out on a sample community composed of one hundred students at the Faculty of Economics, University of Łódź. In the investigation concerned, carried out by way of interview, a questionnaire specially prepared for the purpose was employed in which four questions about the respondents' opinion were asked, in turn, according to the proposed method and to the traditional one. The said questions were posed to two fifty-person groups, mutually controlling each other, into which the sample community had been divided. The correctness of the respondents' answers was checked by way of a system of verification questions which pertained to the same problems as the basic ones. Nevertheless, in view of their structure, the former could have been

recognized as easier for the respondents. A contradiction in answers to the basic questions and the verification ones was treated as an error.

The findings of the research show that employment of the new method of sounding by way of questions with a long list of alternative answers decreases the number of errors by one-fourth on the average, what is significant at the level approximate to 0.01. These results corroborate the hypothesis on the superiority of the proposed mode of asking this type of questions over the traditional method. However, in view of the specific character of the community polled, the conclusions drawn from the investigation cannot be applied to other populations. It is for this reason that — in order to ascertain what are the actual conditions in which we may apply the multistage sounding method by way of questions with a long list of possible answers and whether it exercises the assumed functions — it is necessary to carry out investigations covering a larger population with various categories of respondents.

BOHDAN DUDEK

ANALYSIS OF PSYCHOLOGICAL TESTS EMPLOYED FOR EVALUATION OF THE RESPONDENTS IN QUESTIONNAIRE SURVEY

The paper makes a continuation of that by B. Dudek and R. Kietliński headlined: *Employment of Psychological Tests for Evaluation of Respondents in Questionnaire Survey*. The authors have shown therein on an empirical route that the results attained by the respondents in the tests: of the vocabulary, of lying and in answering "dummy" or "sleeper" questions are connected with the number of the correct answers given by them to questionnaire questions. The correctness of the test applied was thus determined on the basis of such an external criterion as the respondents' reaction. And, in turn, existence of linkages between the results of the test and the internal processes or qualities acting as an intermediate factor of their connection with the criterion was simply assumed. The present paper makes an attempt at verification of those assumptions since, in the author's opinion, this is liable to be of consequence to construction of the theory on the internal processes of the respondent answering the question included in the questionnaire.

The assumptions subject to verification were as follows: 1) the respondent commanding of a poor vocabulary has difficulties in understanding the questions; 2) the results of the test of lying are connected with the respondents' tendency to appear in a more favourable light to the interviewer; 3) persons inclined to answer dummy questions in consonance with the requirements contained therein respond them without a more thoughtful consideration of their substance.

The results obtained have corroborated but the first assumption; in the case of the following two no statistically significant confirmation has been attained. Nevertheless, the results were scattered in accordance with the adopted assumptions.

The following problem tackled is that of the test of the vocabulary. In his already mentioned earlier paper (written in collaboration with R. Kietliński),

the author started from the assumption that the said test should include the terms appearing in the questionnaire. This postulate is, however, very inconvenient from practical point of view since it makes it imperative that the test be specially prepared by the investigator for every respective enquiry. A much more convenient thing would be application of one, adequately prepared, test irrespective of the subject-matter of the questions of the survey.

The analysis of the results has shown that there is no need for the vocabulary test being adjusted to the terms appearing in the said questions. The two sub-tests of which one included only the terms appearing in the questionnaire and the second consisted of the remaining sentences, have attained the same indicators of validity.

TADEUSZ MILLER

REMARKS CONCERNING THE METHODOLOGY OF ESTABLISHING
IN SOCIOLOGICAL RESEARCH THE FREQUENCY OF UTILIZATION
OF SELECTED GOODS AND SERVICES

The problem of the frequency of utilization of selected goods and services attracts the attention of an ever larger number of sociologists. Obtaining of information on the subject depends on the aim of the investigation, and on the kind of the goods and services. If the objective of the research is to establish the average frequency characteristic of the whole population and the goods and services concerned are covered by the official statistics, the scholar does not encounter any difficulties in collecting the necessary information. The situation varies, however, when the investigation pertains to the goods and services the volume of which is not subject to any official reporting and/or when the research aims at establishing either the structure of the sample community according to utilization of the goods and services concerned, or at ascertainment of their mean utilization by the respective strata included in that community. The most frequently applied technique of getting the information wanted is then that of interviews held with the respective members of the sample community (or a questionnaire survey carried out by means of a form mailed to respondents).

The questions included in the questionnaire are usually formulated in two different ways: 1) how often does the respondent (usually, on the average) make use of the said goods or services, 2) how many times did he make use of them in a specified period? The first mode of asking the question cannot lead to a correct estimate in view of the fact that an unprepared respondent is not in a position to answer correctly the question formulated in such a way. Now in the case of posing questions of the second type, it is the choice of an adequate period of time that is of fundamental significance.

When the question is aimed at determining the frequency of utilization of such goods and services which are generally in often use, a certain seasonal character of that utilization is mostly recorded. That seasonality is not infrequently one of an individual nature. That is why it should be determined

for the whole year's period so as to avoid burdening of the results of the enquiry with statistical error. Nevertheless, posing of questions pertaining to the frequency of utilization over the span of a year is beside the purpose since — without due preparation e.g. in form of the regularly run records — the respondent is not usually in a position to answer such a question in a correct way. That is why shorter periods — a month, a fortnight or a week — should be employed in the investigation, and the question worded more or less as follows: "How many times in the last month (fortnight or week) did you make use of ... ?"

It may be proved that the mean frequency of making use of the goods or services concerned within the period shorter than a month is strictly dependent on the make-up of the sample community over the period of the whole year. In order to assess the mean yearly frequency of the use discussed the short-period mean should be calculated and multiplied by the factor $\frac{365}{l}$ where l = the number of days in the period referred to by the investigator in the questionnaire (e.g. 30,14,7). The estimate shall be the more precise the larger the number of persons asked to answer the question. On this route the said mean use may be calculated for the whole community as well as for its respective strata.

The above described mode of both, collecting information and analysing the results of the survey concerning the frequency of utilization of definite goods and services calls for satisfaction of the most important two binding conditions. Firstly, the stage of collecting information has to cover the whole year. The population should be divided into an adequate number of parts and each of them examined at a different time so that no season of the year be omitted. On this route the period under investigation will be different for each of the respondents (or for a small number of them) what will free the estimate of the mean from systematic error. Secondly, the division of the sample community has to be effected by lot.

ZYGMUNT GOSTKOWSKI

SPECIAL CATEGORIES OF RESPONDENTS AND THEIR ATTITUDES TOWARDS INTERVIEWS AND QUESTIONNAIRE SURVEYS IN POLAND

The author deals with findings of methodological research on special categories of respondents, such as:

1. workers and peasants with a low level of education;
2. white-collar workers and intelligentsia (clerks, physicians, scholars, etc.);
3. the specific, non-occupational, groups of respondents (e.g. prisoners, students, etc.).

The problems discussed pertain mainly to arrangement and the so-called climate of the interview. The author examines i.a. such matters as establishing of the contact with the respondents, proper relationship between them and the interviewers and inserting at the beginning of the questionnaire of questions providing for creation of a psychological atmosphere conducive to the talk.

A scholar taking up research on the specific groups of respondents should be conscious of the great differentiation of the socio-cultural and economic conditions of life of the groups concerned. Hence the need for adjustment of his directives concerning the interviewers' behaviour to the specific traits of sample population.

KRYSTYNA LUTYŃSKA

THE INTERVIEWERS AND SCHOLARS. INVESTIGATION INTO THE PROBLEM OF INTERVIEWER INFLUENCE

The paper comprises a description of the some findings of the research on interviewer influence and interviewer effect, carried out in Łódź 1969—1976. Materials of various kinds were used for investigation purposes: questionnaire surveys, enquiries conducted by means of questionnaires circulated by post, free interviews, data pertaining to methodological consultations, pilot surveys and observations made when training the interviewers.

The paper is composed of three parts. In the first, an attempt is made at drawing a division line between interviewer influence and interviewer effect. It is assumed that the former means the interviewer's positive or negative influence upon the results of the research. That influence is manifest in increase or drop in the number of errors or lack of information. The latter is considered to denote the difference between the results attained by the respective interviewers, i.e. the difference between the results of their influence. The concept of interviewer influence and effect is connected with the notion of gross, and that of net, error. Referring to the sources of interviewer influence the author of the paper singles out — apart from the three sources of response errors, indicated by H. Hayman: the traits of the interviewers, their opinions and anticipations regarding the distribution of responses — also the fourth one and, namely, the interviewers' attitude towards the research instrument i.e. the questionnaire used in the interview, its author and the investigation as a whole.

The second part deals with the investigators' current opinion on interviewers. Some scholars in Poland find that the interviewers work badly and, even, that they cheat. The findings of the research on interviewers in this country have partly corroborated that belief. Nevertheless, in spite of those opinions the research workers do not attach sufficient attention to the part played by interviewers in investigations and, especially, to the latter's adequate preparation for carrying out the interviews. Moreover, they carry on but rarely a systematic control of the interviewers' work, perform secondary analyses aimed at detecting their mistakes, etc.

The last and basic part of the paper is devoted to the attitude of the interviewers to the questionnaire, the investigator and the research, as a source of interviewer influence. The author's enunciations are founded, first and foremost, on her talks with the interviewers, and the observations made by her in the course of consultations and surveys. As has been stated a "bad" ques-

tionnaire, i.e. one carelessly prepared by the investigator from formal point of view, containing many obscure, complex or irritating questions, accounts for the interviewers' worse quality of work and their making errors of various kinds. Moreover, such a questionnaire is a temptation to cheat. Another fact established was that for a half of the interviewers covered by the enquiry the prestige of the investigator and his attitude towards research is not an indifferent matter. The fact is that the interviewers work better for the investigators known to them personally, enjoying their respect and, also, for the ones truly interested in the value of the information obtained. What is of enormous importance as the source of the influence exerted by interviewers is the latter's training and organization of the investigations. As has been ascertained, the incorrect and badly run training of the interviewers and too short periods intended for carrying out of a considerable number of interviews also make an occasion for abuses and swindles.

ANDRZEJ BORUCKI

CONTROL OF INTERVIEWERS' WORK AND VERIFICATION OF SURVEY DATA AS ELEMENTS OF THE ANALYSIS OF A RESEARCH PROCESS

The need of the systematic control of interviewers' work in surveys is postulated as a routine procedure aiming at the improvement of the trustworthiness of data obtained. The control procedures should meet two requirements following from didactic and ethical considerations: 1° — interviewers should be informed about the fact that control is being carried out, 2° — respondents should not be aware of the fact that interviewers are controlled.

On the occasion of a sample survey embracing 897 respondents and concerning the social structure of one urban community, the control of 46 interviewers was carried out. Interviewers were students of sociology performing interviews as their training assignment for credits. The control procedures were carried out in three consecutive phases.

In the first phase the control consisted in assessing, for every interview, the coincidence of the year and place of birth of the respondent, and of his settlement in the town and the occupation at that time — as recorded by the interviewer — with the documentary data about these traits in the possession of the research supervisor. This way it was possible to check whether the interviewer reached the right respondent and asked the questions relating to the aforementioned characteristics.

In the second phase, 41 follow-up control interviews were conducted by a team of supervisors with respondents in such a way as to check the interviews done by 29 student interviewers (12 interviewers who were considered most conscientious were excluded from the control; the other 5 interviewers could not be controlled this way for the lack of time). Each of 29 student interviewers was controlled at least by one follow-up interview. The purpose of follow-up interviews, as explained to respondents, was "to obtain some additional information and to see whether the questions were not too difficult, because

such interviews were to be conducted with other people in a number of towns". In the follow-up interviews the respondents were asked whether the interviewers had asked them a number of questions (more difficult questions and the filter ones), had adhered to the interviewing instructions (e.g. demonstrated the respondent cards), etc. As a result of follow-up interviews it was found that 4 interviewers committed various transgressions; 2 of them who cheated were eliminated from further work.

As in the second phase of control activities it was not possible to check all the interviewers, there remained doubts as to the trustworthiness of the data collected. These doubts were to be settled in the third phase of control procedures, as follows: all interviewers were divided into two groups. One group embraced those considered fully "reliable" (20 persons), all the remaining interviewers (24 persons) constituted the other group, presumably less reliable. The decision to include a student into the "fully reliable" category was made on the basis of evaluation, by the research supervisor, of every student, taking into account his (her) performance in the field as well as during the studies; besides, 5 most solid and trustworthy student interviewers were asked to identify their most reliable and conscientious colleagues. There appeared nearly perfect overlapping between the evaluations done by the research supervisor and those by 5 students.

This way the whole sample of respondents was split into two comparable sub-samples, each one interviewed by either group of interviewers (assignment of respondents to interviewers was done at random). Distributions of answers to the most difficult questions found in each sub-sample, were compared and tested by χ^2 . As no statistically significant differences were ascertained, it was concluded that the eventual shortcomings of interviewers' work did not introduce any appreciable bias into the survey data.

PAWEŁ B. SZTABIŃSKI

METHODS OF CONTROL OF INTERVIEWERS' WORK IN SURVEYS USING SCHEDULED INTERVIEWS

The article discusses methods of control of interviewers' work applicable in research based on home addresses sample. The methods have been divided into two groups: the field methods and the non-field methods. The latter ones have been based, first of all, on the analysis of completed questionnaires and do not require any direct or indirect participation of a controller in the research situation, or any form of repeated contacts with respondents. The following methods have been included into this category:

- a) a comparison of data on personal characteristics of a respondent recorded in the questionnaire with the corresponding data obtained from other sources;
- b) a substantive analysis of completed questionnaires.

Field control methods of interviewers' work (which are the main subject of this article) have been divided into two groups:

- a) those requiring a previous agreement between a researcher (a controller) and a respondent;
- b) those not requiring such agreement.

The former group embraces the methods consisting in the use of surreptitious tape-recording, dummy respondent and overhearing the interview. The latter group embraces: observed interview, repeated interview, overt tape-recording effected by an interviewer, telephonic control, and fill-in questionnaire mailed to respondents previously interviewed.

Each of the above methods is discussed, and a comparison of the field control methods is made in respect of:

- a) their informativeness (i.e. the type and quality of data on interviewers' behaviour furnished in the course of an interview);
- b) their reliability (i.e. truthfulness of control data);
- c) their practical applicability (i.e. conditions limiting the use of each of them).

In respect of informativeness, the methods can be ranked as follows (in the decreasing order of informativeness):

1. observed interview,
2. dummy respondent,
3. overheard interview,
4. surreptitious tape-recording,
5. overt tape-recording,
6. repeated interview,
7. fill-in questionnaire mailed to respondents interviewed,
8. telephonic control.

In respect of their reliability, the methods can be ranked as follows (beginning with the most reliable one):

1. surreptitious tape-recording,
2. dummy respondent, overheard interview,
3. overt tape-recording, repeated interview, fill-in questionnaire mailed to respondents, telephonic control.

In respect of the conditions limiting their use, the methods can be ranked as follows (beginning with the method most limited in its applicability):

1. overheard interview (four limiting conditions),
2. observed interview, surreptitious and overt tape-recording, dummy respondent (three limiting conditions),
3. repeated interview (two limiting conditions),
4. fill-in questionnaire mailed to respondents and telephonic control (one limiting condition).

JOANNA KRAK

STYLES OF INTERVIEWING AND THE EFFECTS OF THEIR APPLICATION

In order to assess the differential effects of the "soft" and "hard" styles of interviewing, two comparable groups of respondents (20 persons in each) were interviewed by two female interviewers, one of them using the soft and the other the hard style. Respondents were men, manual workers; they were

directed by the management to the two interviewers awaiting them in a room on the factory's premises. The questionnaire related to working conditions, work satisfaction and discipline, and human relations in the factory.

The soft style of interviewing consisted in an informal and conversational manner of interrogation conducted in a friendly and warm psychological climate created by specially programmed interviewer's behaviour; the recording of respondents' answers was done by another person present. The hard style of interviewing was the opposite of the soft style. The interviewer asked the questions tersely, officially and drily, recording the answers by herself. At the same time she avoided showing any signs of personal involvement or sympathy towards the respondents. During all the interviews, observation of respondents' behaviour was being performed in order to record all signs of tension, nervousness, hostility, etc.

Comparison of the results obtained showed that the soft style created a much better rapport between respondents and the interviewer. Respondents' answers were more comprehensive and often were accompanied by volunteered spontaneous comments of relevance to the subject of interrogation; there were less refusals to answer particular questions and less "don't knows." At the same time, respondents much more often admitted their transgressions of the work discipline: they reported about penalties or reprimands for bad work or late arrivals to work as well as about various negative facts in their work place. Assuming that people tend rather to conceal facts that do harm to their self-image or to their group, the conclusion may be drawn that the soft style of interviewing brings more sincere answers than the hard one.

However, soft style interviews lasted about twice as long as the hard style ones and it was often very difficult to accurately record the answers to the questions posed due to the greater loquacity of the respondents. Besides, it was only with regard to a number of sensitive questions that the aforementioned differential effects of the two styles appeared; the answers to most of the neutral questions did not show any appreciable influence of the style of interviewing. Therefore hard style of interviewing may be recommended as a more efficient one in surveys dealing with neutral topics.

ALMIR GONÇALVES
BARBARA TUCHAŃSKA

EMPIRICAL ANALYSIS OF THE INTERDEPENDENCE BETWEEN THE LENGTH OF THE QUESTION AND ANSWER IN FREE INTERVIEW WITH CONSIDERATION OF ADDITIONAL VARIABLES

The results are described of an analysis carried out mainly for the purpose of verification of the hypothesis framed by Ch.F.Cannel who maintains that the growth of the length of the interviewer's question is accompanied by a corresponding increase in that of the answer made by the respondent. The hypothesis, formulated with regard to a questionnaire survey, has been verified in the case of free interview.

The material used in the analysis discussed were the tape-recorded texts of ten free interviews of young workers, concerning their participation in culture.

Both the variables, i.e. the length of the question and of the response, were measured by the number of the words pronounced in each of them. Moreover, a number of variables — recognized at potential modifiers of the interdependence concerned — were also analysed. The analysis covered the following variables:

1. The qualities of the stimulus:
 - a) the logical and grammatical type of the question posed by the interviewer;
 - b) the type of sequential union of a few following questions;
 - c) the degree of the difficulty inherent in the stimulus on account of the kind of problems it refers to.
2. The qualities of the respondent's reaction: the relationship of the substance of the answer to that of the question.
3. The respondent's personality features.

The analysis of 608 survey questions, and the same number of answers has given the grounds for ascertainment of the existence of a positive correlation between the length of the stimuli addressed to respondent in the course of interviews and the length of their responses. Thus Ch.F.Cannel's hypothesis framed with regard to a questionnaire survey has been also confirmed in respect of a free interview. Nevertheless, the material analysed hardly makes it possible for that interdependence to be recognized as a general regularity of the process of communication. The role of modifiers seems extremely essential yet neither the direction nor the strength of their impact has been determined on the basis of the analysed material.

MIECZYŚLAW KOWALSKI
ILONA PRZYBYŁOWSKA

METHODOLOGICAL EDUCATION OF SOCIOLOGISTS (NEEDS, REALITIES, CRITICAL REMARKS, POSTULATES)

The starting point of the article is substantiation of the thesis that methodological preparation of graduates of the departments of sociology is of capital importance to their exercising function of sociologists in social practice. A correct discharging of that function calls for twofold abilities:

- 1) that of a correct perception of social problems essential to the given milieu and of their formulation in a manner enabling sociological analysis, and
- 2) of their correct solving by way of various kinds of empirical research.

Exercising of the role of a sociologist and investigator, e.g. at an industrial plant or an enterprise is the prime condition of realization of other professional roles — of an expert, specialist in social engineering or social activist. The studies should provide then for the graduates' possibly complete methodological education that is for both, their general knowledge of methodological problems and mastering of research techniques.

Basing on this assumption the authors take up two questions:

1) to what extent does the presently binding university programme of sociological studies, and its implementation, guarantee the graduate's mastering of the necessary scope of methodological knowledge and skill;

2) what programmatic and didactic measures should be taken up for the purpose of attaining the assumed effects of that education.

The basis of the deliberations is the present-day practice of methodological education at the Institute of Sociology, University of Łódź.

The results of the analysis of the contents and implementation of all the methodological subjects has shown that, in the present situation an average graduate of the Department of Sociology neither is, nor can be, sufficiently prepared — in terms of methodology — for exercising the profession of sociologist. The current programme for instruction in methodological subjects and those of consequence to methodology and, even more so, its implementation, leads to a serious incoherence and incompleteness of the graduates' knowledge and skills. Sociology appears to them as a set of unarranged methodological problems, assumptions, hypotheses, attitudes and rather arbitrarily codified research proceedings and techniques. In this situation, there is developing, with the major part of graduates, one of the following three undesirable attitudes consisting in:

1) departure from empirical research to either theoretical reflections or practical proceeding which does not require research work;

2) excessive methodological incertitude and caution which result in an unjustified minimizing of research projects;

3) excessive methodological certitude basing on the conviction that complex problems may be solved by means of primitive empirical proceedings.

It is but with few graduates that evolution is to be observed of the attitude of positive methodological consciousness of self, consisting in both a parallel consideration of the merits of the case and the method striving for their adequacy. An indispensable premise of that attitude is commanding of a relevant scope of actual systematized methodological knowledge.

Guided by the need for increasing the number of graduates of that type, the authors conclude their paper in a number of postulates pertaining to: the desired set of subjects of instruction in methodology; the programmatic substance and didactic forms of that instruction and, finally, to formal and organizational matters.

The paper refers to the actual improvement of methodological education of sociologists at Łódź University. A number of postulates contained therein is already being put into effect in the current didactic proceedings. In the authors' opinion that process of continued methodological education is one of particular importance. The problem is that the steady progress in methodology and methods of research is not accompanied by an adequate development of research work. The investigators do not make use of the works and findings of methodologists and the latter, in turn, refuse to take the responsibility for the level of empirical research. In this situation it is the didactics of the said research that offers the main chance of the methodologists' influence upon the progress of sociological research.

RYSZARD DOBROWOLSKI

SOME PROBLEMS OF SOCIOLOGICAL FIELD STUDIES IN BLACK AFRICA

Consideration of the mutual linkages between ethnography, ethnology and sociology from the viewpoint of the results attained by those branches of humanities in field studies gives the grounds for the statement that the first of them concentrates on the behaviouristic aspect of the described facts, the second introduces the comparative element, whereas the third i.e. sociology — studying social facts — takes into account the factor of consciousness.

C. W. Mills, an American sociologist, outlined a vision of two kinds of sociology of which one fosters "sociological imagination" and the second formulates premises for social engineering. The Polish followers of Mills have exposed his vision of two sociologies by opposing humanistic (non-empiricist) sociology to technical sociology. To the former an orientation on substance is ascribed and to the latter, the behaviouristic one, connected with the directive to concentrate research efforts on the observable aspect of human activities.

The technical sociology and the humanistic one do not make separate provinces but two research approaches of the same branch of science. We may refer, at the most, to two functions of one and the same sociology: the humanistic function and the manipulatory or technical one. Opposing the empiricist and non-empiricist sociology is unfounded since every sociological research bases on empirical data.

The empirical material makes the basis of the case study i.e. of the research in which the object of investigation is of clearly singular character (a single local community or a single institution). The case study may be one of explanatory, diagnostic or monographic character, depending on the kind of data wanted by the investigator. What matters to us is laying a stress on the necessity of the factor of consciousness being taken into account in this instance.

The present methodological deliberations are connected with certain research proposals aimed at answering the question what is the degree of recognition of national ideology within the chosen local communities in Black Africa. The two sociological concepts of the nation, making the starting point of the said proposals, codetermine that social phenomenon since the first of them — whose author is Leopold Sedar Senghor, implies an efficient role of the state in formation of the nations in Black Africa whereas the second — Florian Znaniecki's concept of the nation — lays a stress on participation in common culture.

The proposed scheme of field work proceeding should contain variables of many different kinds because national integration — understood as a pursuit of the formula of inter-ethnic harmony, making it possible for various ethnic group to live together, and not beside one another, is a process determining, to a large degree, the transition from tribalism to State organization in post-colonial Black Africa. This situation accounts for the necessity of diverse data being obtained and supplemented with economic and ethnographic materials.