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Questionnaire Guideline

A Manual on evaluating Financial Literacy and Knowledge on
EU Integration and Policy in the Western Balkans

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This guideline is designed in the framework of Jean Monnet -Center of Excellence EUFutur Project. This guideline is a document providing instructions on the survey analysis which aims to analyze financial literacy and knowledge on EU Integration and Policy in four Western Balkans: Albania, Bosnia & Hercegovina, Kosovo and Northern Macedonia.

Overview

This survey is a structured questioning, which consists of fixed questions in a particular order and predefined response options for most questions. The way the questions and answers are designed to have robust data collection.

The steps following this working package were:

a) Preparation step for data collection

Throughout this step it is clarified the questioning method and afterwards the first draft of the questionnaire was conducted. Throughout out this step, the expert aims to:

- (i) Define question categories.
- (ii) Formulate questions and possible responses.
- (iii) Arrange the questions to a specific logic order ordered in such a way that responses can be cross checked for control questions.
- (iv) Test the questionnaire with close colleagues and check for improvement.
- (v) Design the layout.
- (vi) Set a deadline for the responses.

b) Implementing Data Collection Process

- (i) Share the questionnaire within the target group of each of four Western Balkan Countries
- (ii) Follow up the progress of the survey.

c) Summarize and analyze data collection.

- (i) Collect the data.
- (ii) Summarize the data.
- (iii) Analyze the data collection.

d) Compute a research analysis using this primary data set.

Type of Questions

The survey can be designed using open-ended and/or closed-ended questions. On behalf of this questionnaire, questions are all designed as a closed-ended type, leading to a structured questioning method. The formulation of the questions is based on the operational definition of the variable or indicator to be measured. As Matthews and Ross (2010) states a closed-ended question has fixed response options so that the respondent's answer can be registered by ticking off the response option that is most appropriate. In



the closed-ended question the respondent is instructed to select only one of the response options. Closed-ended questions create an easy path for both the respondents, by clarifying the answering options.

This survey is based on a careful approach of combining the form of the question (how the question is designed) and content (what is the expected response). On this regard, the survey arises designed with composite questions. Each statement can be agreed or disagreed with, and overall as the overall index (referring here to section three, four, five and six) is comprehensive and relevant to what is to be measured. Please see the example below:

Exhibit 1: Example of composite questions as a basis for an index

Over the last 12 months, have you done any of the following activities?		
	Yes	No
a Attended a meeting of a trade union, a political party or political action group	<input type="checkbox"/>	<input type="checkbox"/>
b Attended a protest or demonstration	<input type="checkbox"/>	<input type="checkbox"/>
c Signed a petition, including an e-mail or online petition.	<input type="checkbox"/>	<input type="checkbox"/>
d Contacted a politician or public official (other than routine contact arising from use of public services)	<input type="checkbox"/>	<input type="checkbox"/>
e Commented on a political or social issue online	<input type="checkbox"/>	<input type="checkbox"/>
f Boycotted certain products	<input type="checkbox"/>	<input type="checkbox"/>

Source: Gronmo,S (2020). Social Research Methods.pp 139

From a different perspective, questions can be cognitive or evaluative¹. This questionnaire is designed using a combination of cognitive and evaluative questions. The first one relates to actual circumstances and measures on behalf of this questionnaire, measure knowledge about key financial institutions in our country, while evaluative questions the perceive the respondent’s opinion about financial literacy and knowledge on EU Integration and Policy in the Western Balkans. Questions about opinions are often less specific than questions about actions, making evaluative questions more difficult to formulate than cognitive questions.

In overall, the questions meet the general requirements regarding formulation. (i) questions are designed not to bias the respondent’s opinion; (ii) questions are neutral, (iii) one dimensional question.

Questioning Method

The questioning method is online interviewing or otherwise called web survey. Through this method, students will receive an e-mail with an invitation to participate in the survey. The survey will be open access, with no password restrictions, to encourage a wider participation rate.

The e-mail contains a link to the web page for the survey. This method was selected based on these reasons:

¹ Gronmo, Sigmund. (2020). Social Research Methods. Qualitative, Quantitative and Mixed Methods Approaches. Sage Publishing. Pp 239



- (i) Target group are students, who are regularly exposed to digitalization and screen. Paper questionnaire would be more difficult to reach by them.
- (ii) Online questionnaire easily provides accessibility on data collection.
- (iii) Online questionnaire is easier to follow up.
- (iv) Having a sample among four countries, need an easily accessible and fast channel, such as an online questionnaire.

The analysis will be computed only by students in 4 Western Balkan countries: Albania, Bosnia & Hercegovina, Kosovo, and Northern Macedonia. Each country partner must arrange the questionnaire compliance up to a representative sample, depending on the population number of students.

Questionnaire structure

The questionnaire is organized in 7 sections. The first section, students are asked about their gender. Through this question, a gender-based analysis can be developed, aiming to assess whether there is a gender gap in the framework of financial literacy and knowledge on EU Integration and Policy in the Western Balkans. Based on primary data, a good robust analysis can be computed.

The second question is about nationality. By sequencing the data sample in four groups, a comparative analysis can be developed aiming to address the issue of financial literacy and knowledge on EU Integration and Policy.

Third section is about the overall perception of country's integration to EU process. In this section respondent's through evaluative questioning, are expected to provide information about their information on financial literacy related to EU integration process. These composite questions require the respondent to agree or disagree with, and overall index is comprehensive and relevant to what is to be measured.

The fourth section aims to evaluate the knowledge level about key EU financial institutions in your country. These kinds of questions are cognitive questions (as explained above). In this section respondents are expected to agree or disagree with the composite questions and researchers, through their answers, are able to evaluate their knowledge level.

Fifth section is about students' knowledge level about country's economic integration chapters to the EU. This section is designed in alignment with the previous section, using cognitive and composite kind of questions. Through the responses, researchers will provide findings about how much cognitive information students of these four Western Balkan countries have about Chapters of Economic Integration.

The sixth section is about the overall perception that students have about their country's current stage of requirement fulfillment for being an EU member. Using evaluative questioning, respondents are expected to provide whether country's economy and markets are far from reaching the European targets; their perceived level of information about the country's stage of requirement fulfillment; their ability to judge how their country is performing towards EU integration and their judgement about the role of stakeholders in informing and explaining the economic integration to the EU.



From third to sixth section, respondents are also tested for their responsibility in filling the questionnaire. In between these four sections control questions are crossed and combined aiming to select only the correct answers. Hence, questions 3.1 / 3.2 / 3.3 / and 3.4 are respectively well aligned with question 4.1 /4.2 /4.3 and 4.4. In an illustrative form, if a student responds true to the statement 3.2 (My country’s integration to EU is a complex thing: only specialists could understand it.) he is expected to mark 4.2 true as well (Only specialists could have information regarding EU financial institutions).

The last section is about HEI’s curricula in these four Western Balkan Countries. The aim of this section is to evaluate the inclusion of EU integration and policies topics in the university curricula. Students are asked about their level of study program (Bachelor or Master) aiming to evaluate whether their information on EU policies and integration starts from bachelor or master level; They are also asked about how many courses they take in behalf of EU policies and Integration, and as a control question they are asked about the amount of ECTS (European Credit Transfer and Accumulation System) their study program dedicated to EU related courses. This section is formulated using categorical designed responses, related to study program, number of courses and amount of ECTS they are taught about EU policies and integration.

Data Sample

The gross sample will be reduced to a net sample. According to the filter (or control questions alignment) some of the responses will drop out, due to unreliable answers, which according to Gronmo,S (2020) come from three main reasons: (i) respondents’ willingness to answer; (ii) respondent’s ability to answer; (iii) respondents’ understanding of the questions.

Since sample includes respondents from 4 different countries, speaking different languages, the questionnaire can be translated in different languages to lower the drop out ratio coming from 3 reasons mentioned above, or to increase the comprehension of the questions and therefore lead to better statistical results.

The sample size must be representative. Hence, having the approximate number of students in each of the counties, retrieved from Europe Higher Education database and using Yamane's formula for sample size, for the margin of error of $e = 0.05$, it turns out that:

$$n = \frac{G}{1.96^2 \cdot e^2}$$

Albania – 98.500 students

$$n_{\text{Albania}} = \frac{98500}{1.96^2 \cdot 0.05^2} = 398$$

Bosnia & Hercegovina – 83.000 students

$$n_{\text{B\&H}} = \frac{83000}{1.96^2 \cdot 0.05^2} = 398$$

Kosovo – 73.000 students

$$n_{\text{Kosovo}} = \frac{73000}{1.96^2 \cdot 0.05^2} = 398$$



Northern Macedonia – 52.000 students

$$n_{NM} = \frac{52000 \times 0.0075}{0.1} = 390$$

If research analysis will not generate separate results for each country, than the overall sample could be not lower than:

$$n = \frac{1512}{0.45} = 336$$

In a practical approach, each of the four countries should complete not less than 100 questionnaires. Considering the drop out rate of the responses, it is suggested to follow the countries sample size and after reduction of the drop-out rate, the overall sample size would meet the required criteria for a statistically significance rate.

Pretesting the questionnaire and further use of the data

Before having this questionnaire spread to all four countries, it was previously tested by asking colleagues and former students to fill it.

This survey, which is based on a structured questionnaire, will also be used to conduct an experimental study. The basic principle is to use the findings clustered in different subgroups (here countries: Albania, Bosnia & Hercegovina, Kosovo, and Northern Macedonian) of the sample of the study, and to compare the responses from the subgroups.

Ethics and Transparency

One of the issues related to a credible questionnaire is related to ethics and transparency. The aim of this questionnaire is initially stated on top of the form, having students read it before they submit the responses. Hence, students will know what the scope of the survey is, what output will be developed using the data collected.

In terms of transparency, students will remain anonymous. Researchers are not interested in having personal data, nevertheless the aim is to evaluate students' level of financial literacy and knowledge on EU Integration and Policy.

References:

Gronmo, Sigmund. (2020). Social Research Methods. Qualitative, Quantitative and Mixed Methods Approaches. Sage Publishing. Pp 233-254

Matthews, Bob and Ross, Liz. (2010). Research Methods. A Practical Guide for the Social Sciences. Pearson Education Limited. Pp: 200-218



Financial Literacy and Knowledge on EU Integration and Policy in the Western Balkans¹

Questionnaire

I. Please state your gender identity

- Female
- Male
- Prefer not to respond.

II. What is your country of nationality?

- Albania
- Bosnia & Hercegovina
- Kosovo
- Northern Macedonia
- Other

III. Overall perception of your country's integration into the EU.

3.1 My country's integration to EU is way too far.

True False

3.2 My country's integration into the EU is a complex thing: only specialists could understand it.

True False

3.3 My country's integration into the EU is not part of my interests.

True False

3.4 There is not a lot of information available regarding my country's integration to the EU.

True False

IV. Knowledge level about key EU financial institutions in your country

4.1 EU financial institutions are different from the ones we have and see in our country.

True False

4.2 Only specialists could have information regarding EU financial institutions.

True False

¹ Countries to be considered: Albania, Bosnia & Herzegovina, Kosovo, North Macedonia.



4.3 I am not interested to know about EU financial institutions and how they work.

True False

4.4 There is a need for more information about EU financial institutions and how they work.

True False

V. Knowledge level about country's economic integration chapters to the EU.

5.1 Country's economic integration chapters to the EU are difficult for common people.

True False

5.2 I have a good understanding of the country's economic integration chapters to the EU.

True False

5.3 There is a need for more detailed information about country's economic integration chapters to the EU.

True False

5.4 There is little information regarding country's economic integration chapters to the EU in each country's native language.

True False

VI. Overall perception of your country's current stage of requirement fulfillment for being an EU member

6.1 My country's economy and markets are far from reaching the European targets.

True False

6.2 There is not a lot of information regarding my country's stage of requirement fulfillment.

True False

6.3 I am not able to judge how well my country is performing towards EU integration.

True False

6.4 Different stakeholders should inform and explain the economic integration to the EU.

True False

VII. EU integration and policies topics, inclusion within your HEI's curricula.

7.1 Study program:

- Bachelor
- Masters
- Other

7.2 Does your home university provide courses about EU Integration and Policies?

Yes No

7.3 If yes, how many courses related to EU Integration and Policies does your home university provide



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- 1 (one)
- 2 (two)
- 3+

7.4 How many ECTS does your program dedicate to EU Integration and Policies courses?

- Less than 5 ECTS
- 6-10 ECTS
- 11+ ECTS

7.5 On average, indicate the percentage weight of EU Integration & Policies courses within your study program:

- 0%
- 10-20%
- More than 20%