

The principal of my school has asked me to design a questionnaire that would enable the school to find out more about the caffeine drinking habits of the students at my school. The questionnaire will provide information about how much caffeine is being drunk by students, which is data that can be used by the principal. My survey would also provide evidence for the principal to decide whether the school needs to change the drinking habits of the students, and also if the energy drinks are affecting the health, habits, and daily routines of the students.

Based on the overall purpose (to find out about the caffeine drinking habits of students at my school) possible related variables to measure are: Does the caffeinated drinks consumed effect the concentration of the students? Do they drink the same amount of caffeinated drinks outside of school as they do inside of school? Do they rely on the energy drinks? Are the energy drinks affecting their behavior in class? What are the reasons for consuming the energy drinks? And do they understand the consequences of consuming energy drinks?

Information about what year level they are (e.g. Year 9 - Year 13, see question 2) could be matched to what kind of information the principal was looking for (e.g. if the consumed energy drinks effects the students health, habits or daily routines, see questions 8-16) so the principal could obtain knowledge of the students drinking habits. By asking if the students consume the energy drinks outside of school as much as inside of school (see question 11), matched with the questions about whether the energy drinks affects their daily habits and health (see questions 8-11), the principal could determine whether they need to change rules about energy drinks consumption during school hours.

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By also asking how many times a week (school week, Monday- Friday, see question 4) the principal would be able to find out if students are drinking the energy drinks in school. If not, the energy drink should not affect their behavior in class or at school. Information provided when students answer the questions about if the energy drinks affect their health would be very useful for the principal to find out information about students health and their energy drinking habits. With the help of my questionnaire (see questions 8-16) the principal would be able to know if the energy drinks are affecting the health of the students, and if they need to change the energy drinking habits at the school.

Question 10 is very important. This question is important to the survey because the principal needs to know the side effects of the students consuming the energy drinks. If the students are experiencing side effects, the principal could determine whether the drinking habits at the school need to be changed.

Once I had compiled my questionnaire I then did a desk check and made the following changes:

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I wanted a survey question about how often students drink caffeine, so I wrote a question "How often do you drink caffeine?" and gave the following options for the answer [every day, most days, some days, not very often]. I thought the options were good when I checked the questionnaire, but thought I should add "never" as an option.

For question 6 I included other as I only cover the main brands and did not include for example drinks like pepsi, For question 7 I included price and packaging as these two things can have a major influence over whether you buy a particular drink and then asked for question 10 if you drank these brands outside of school as much as inside of school. The reason I asked this question was to determine if the availability of these drinks was easier to obtain in school or at the dairy or supermarket.

I then went on to do a pilot survey which I gave 10 year 9 students. From their feedback I made the following adjustments:

For question 8, I added some more choice of answer from just yes and no I expanded it to yes, often, sometimes, rarely, no. this gives the person doing the survey a larger range of answers and is more likely to get a more appropriate response likewise I did the same for question 9. I added 10 about the effects of caffeine once an energy drink has been consumed, and then for question 11 which was question 10 added the new possible answers as I did in questions 8 and 9, likewise for question 12. Questions 13,14 and 15 are all new questions. The reason I put these in was because I wanted to better understand if people understood the consequences of consuming the energy drinks and what they would do if they were removed from the school. Question 16 is the same as question 12 on the draft.

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The results of the pilot survey were recorded in my log book and these showed that I only got a 60% return. However from that 60% I found that 100% of these students did drink energy drinks at school at four times a week. I was also able to determine that 80% of them felt sleepy by 2pm in the afternoon and 35% did have problems in sleeping after consuming the energy drinks.

One problem with my questionnaire was that some people did not know what they meant by caffeine in their survey, so I changed the questionnaire so that at the beginning I gave examples of common forms of caffeine (coffee, coke, Pepsi, energy drinks like V).

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With the help of my questionnaire, the principal would obtain knowledge about the students drinking habits at school. The principal could determine whether the drinking habits need to be changed to better the student's health. This is very important because the energy drinks could be affecting the student's health, learning abilities and other physical and mental capabilities. If the students health is being affected the principal could change the students drinking habits which would benefit the students and the school environment.

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I filled out a log book after every class lesson to document the design process that I went through to complete my final questionnaire.

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