

The effectiveness of between-wave mailings and targeted incentives on response rates: results from a longitudinal NEPS-survey young adolescent experiment

Jahrestagung ASI & DGS-Sektion „Methoden der empirischen Forschung“: Paneldaten | Berlin (digital)

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ACKNOWLEDGMENTS








Presentation of joint work with André Pirralha, Götz Lechner,
Anna Passmann & Friederike Schlücker (LifBi)


POINT OF DEPARTURE



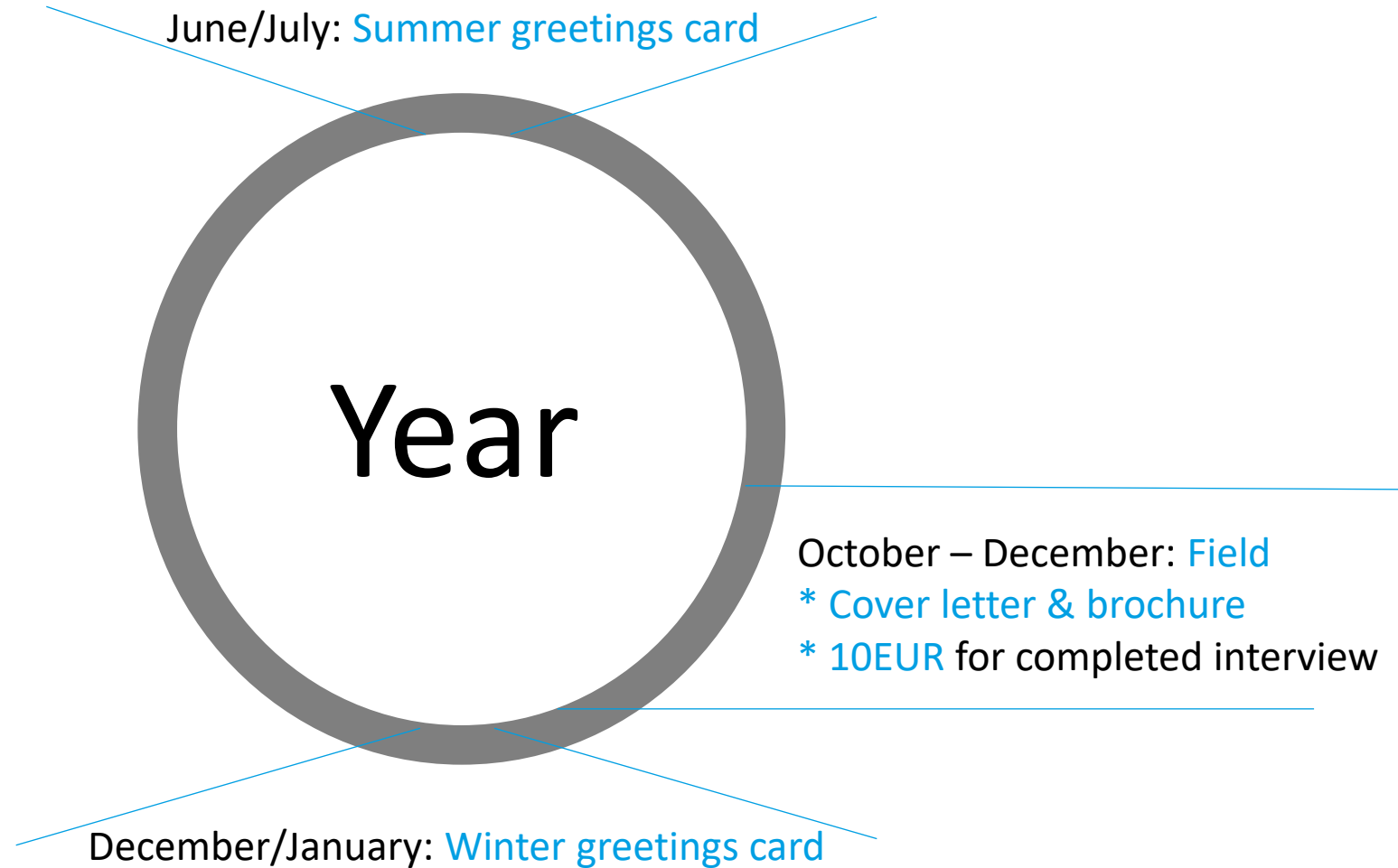
How do panel members behave by a break of usual rhythm of surveying and how we can use the communication between waves to secure the best response rate after the break?

EXPERIMENT: SETTINGS

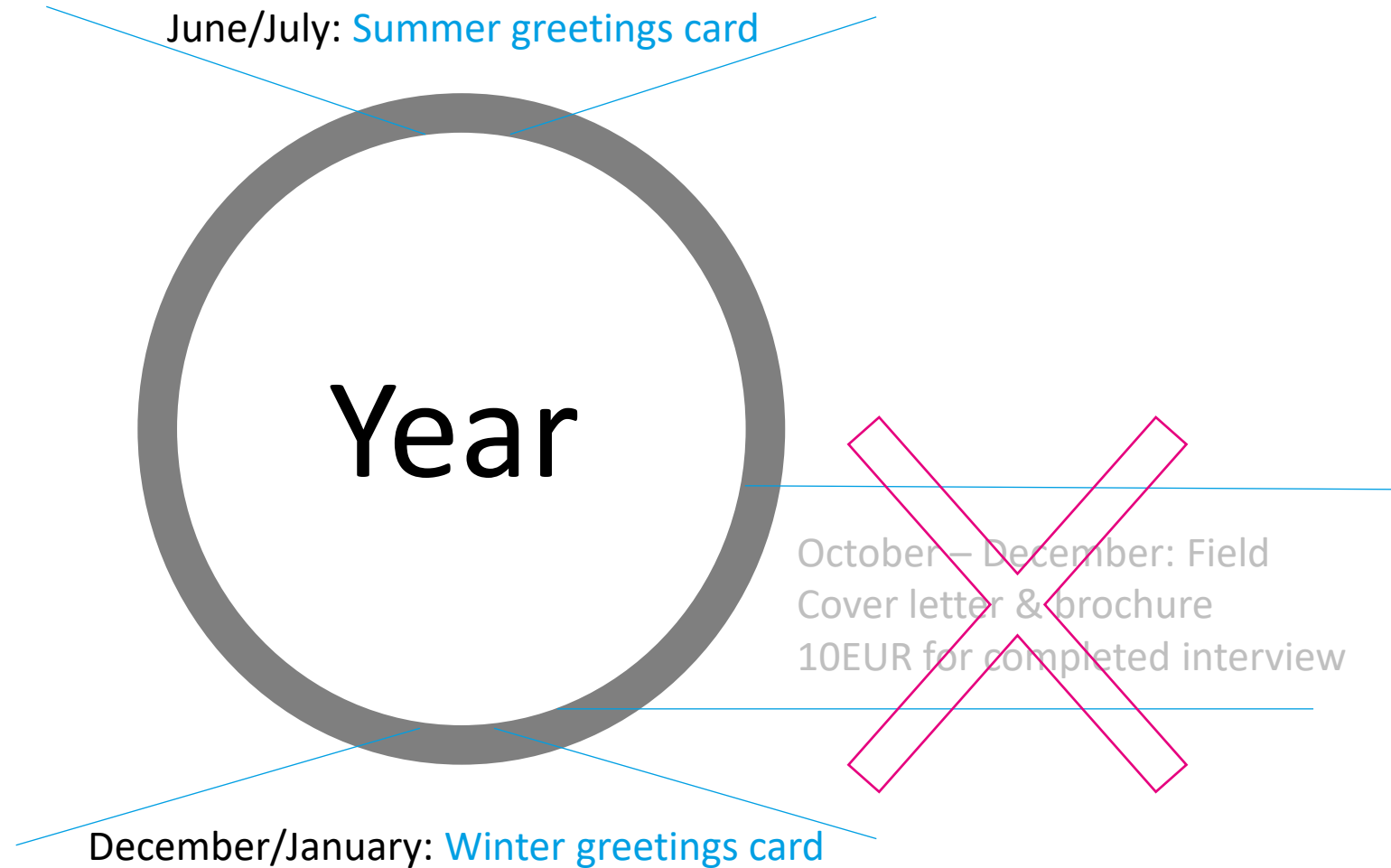
-  Targets: students of Starting Cohort 2 (SC2) of National Educational Panel Study (NEPS) in Germany in grade 9
-  Survey of school students, however in individual field since grade 5
-  Usual survey rhythm: annually since kindergarten / grade 1
-  2019: break in annually surveying (grade 8) by design
-  Communication: parents and students together

-  Gap in interviewing in grade 8 to be filled through communication

USUAL COMMUNICATION IN NEPS SC2





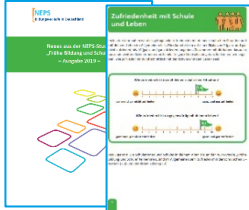



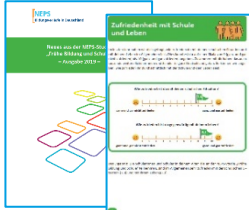

COMMUNICATION IN NEPS SC2 IN 2019



COMMUNICATION IN NEPS SC2 IN 2019



EXPERIMENT DESIGN

Experimental groups			
No letter			N=1,006
Letter only			N=1,015
Letter + brochure	 		N=1,020
Letter + incentive			N=994
Letter + brochure + incentive	 		N=1,043

Block-Randomization for:

1) Panel-Status:

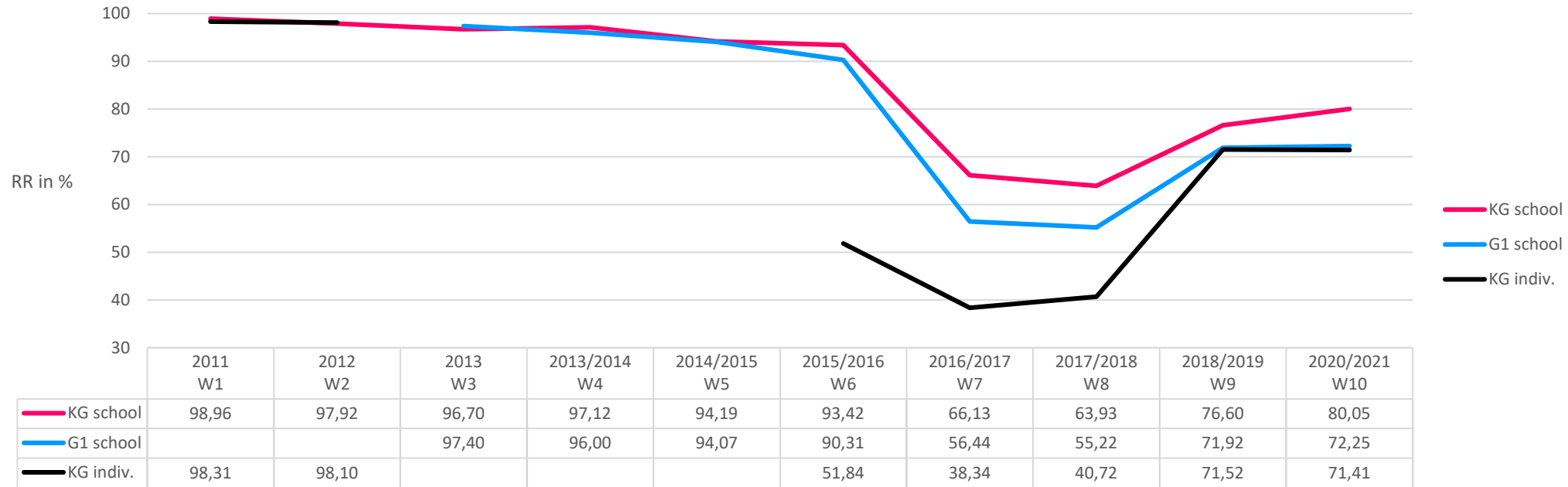
- a) active panel member
- b) temp. drop-out 1 year
- c) temp. drop-out 2 years

1) CASMIN parents: 4 groups

- a) 1a, 1b, 2b
- b) 1c, 2a
- c) 2c
- d) 3a, 3b


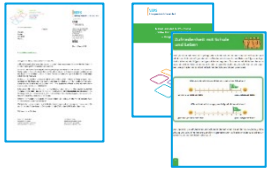


RESPONSE RATE

Response rates in NEPS Starting Cohort 2
wave 1 - wave 10



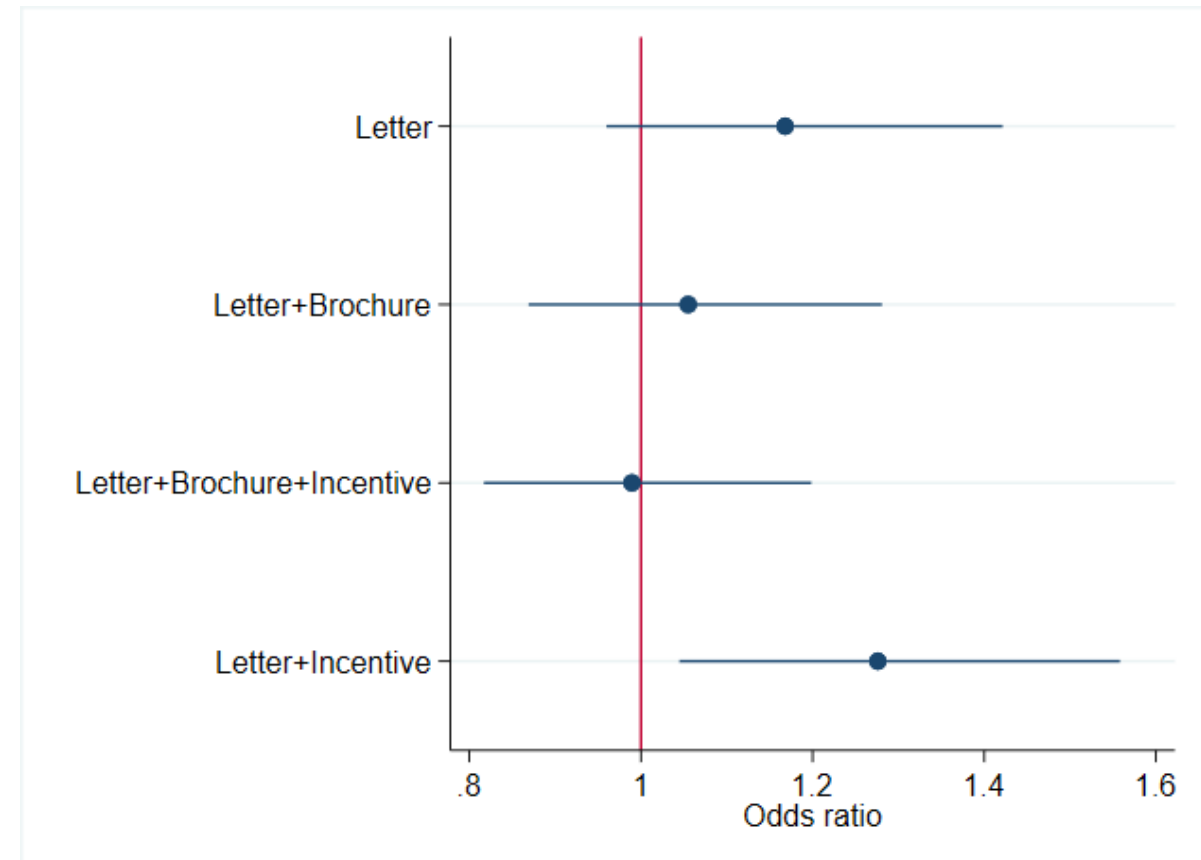
Origin of the groups	Mode	Mode	Mode	Mode	Mode	Field
KG school	PAPI	PAPI/CAWI	PAPI/CAWI	CAPI & PAPI/CAWI	PAPI/CAWI	school
G1 school	PAPI	PAPI/CAWI	PAPI/CAWI	CAPI & PAPI/CAWI	PAPI/CAWI	home
KG ind.	PAPI	PAPI/CAWI	PAPI/CAWI	CAPI & PAPI/CAWI	PAPI/CAWI	home

FINDINGS: RESPONSE RATES BY TREATMENT GROUPS

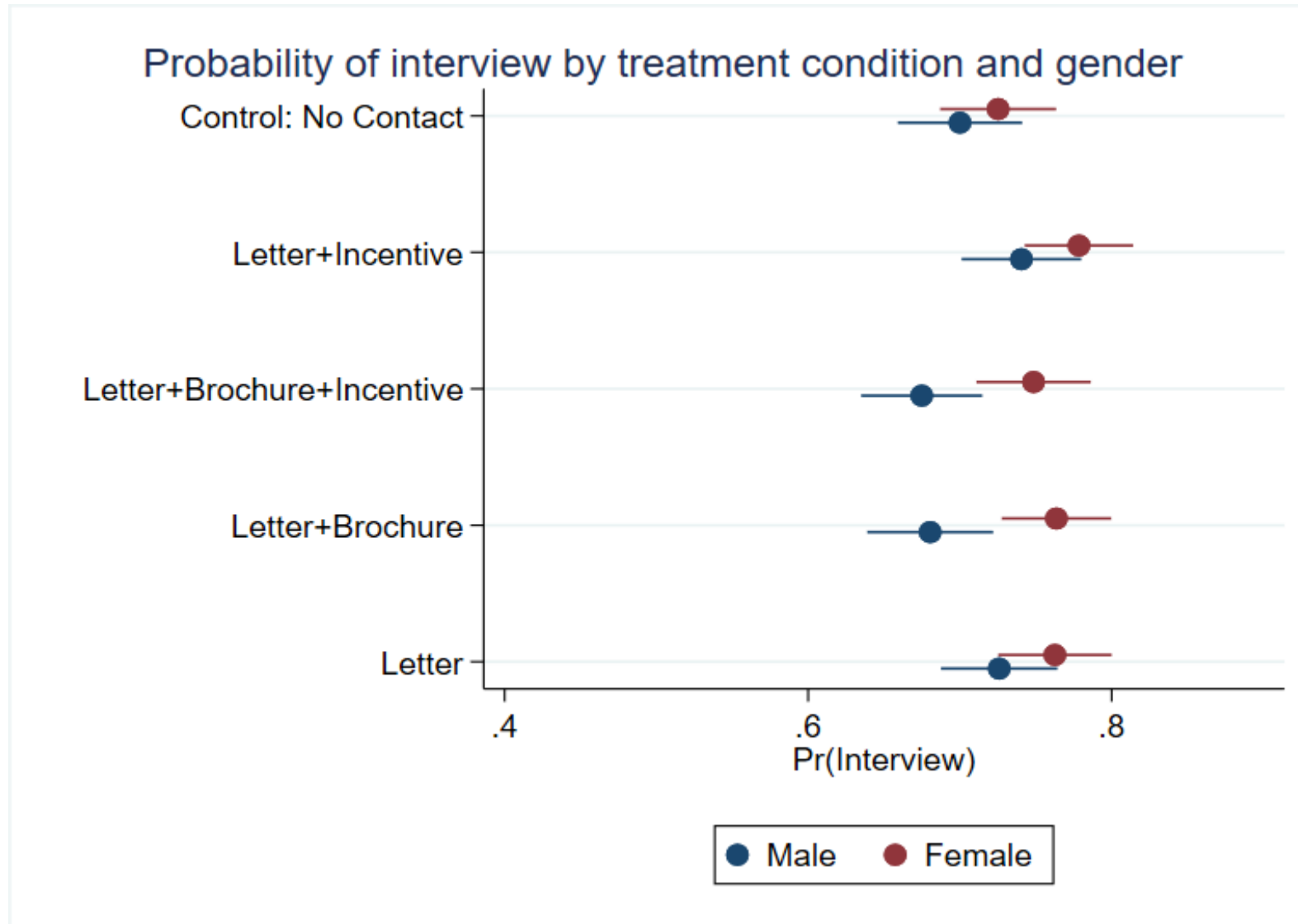
Experimental groups		Response rate
No letter		71,3%
Letter only		74,4%
Letter + brochure		72,4%
Letter + incentive		76,0%
Letter + brochure + incentive		71,1%
		72,69%

FINDINGS: LOGISTIC REGRESSION FOR PARTICIPATION (NO/YES)

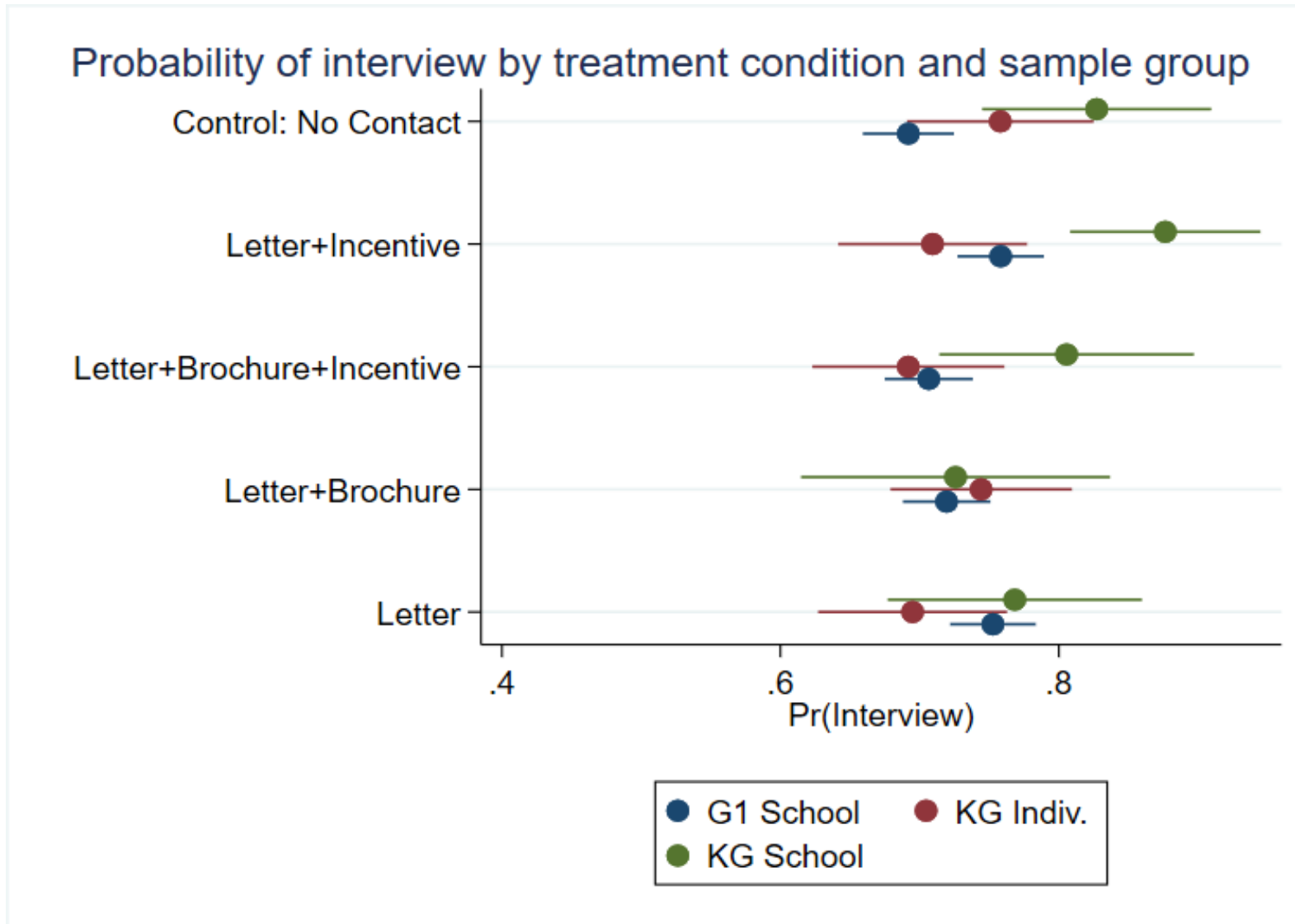
	Coef.	P > z	95% conf. interval	
No contact	reference			
Letter	.0155	.121	-.041	.352
L + Brochure	.0535	.589	-.141	.247
L + Brochure + Incentive	-.011	.914	-.202	.181
L + Incentive	.244	.017	.044	.444
Prob > chi2	.0554			
Pseudo R2	.0016			
N	5,068			



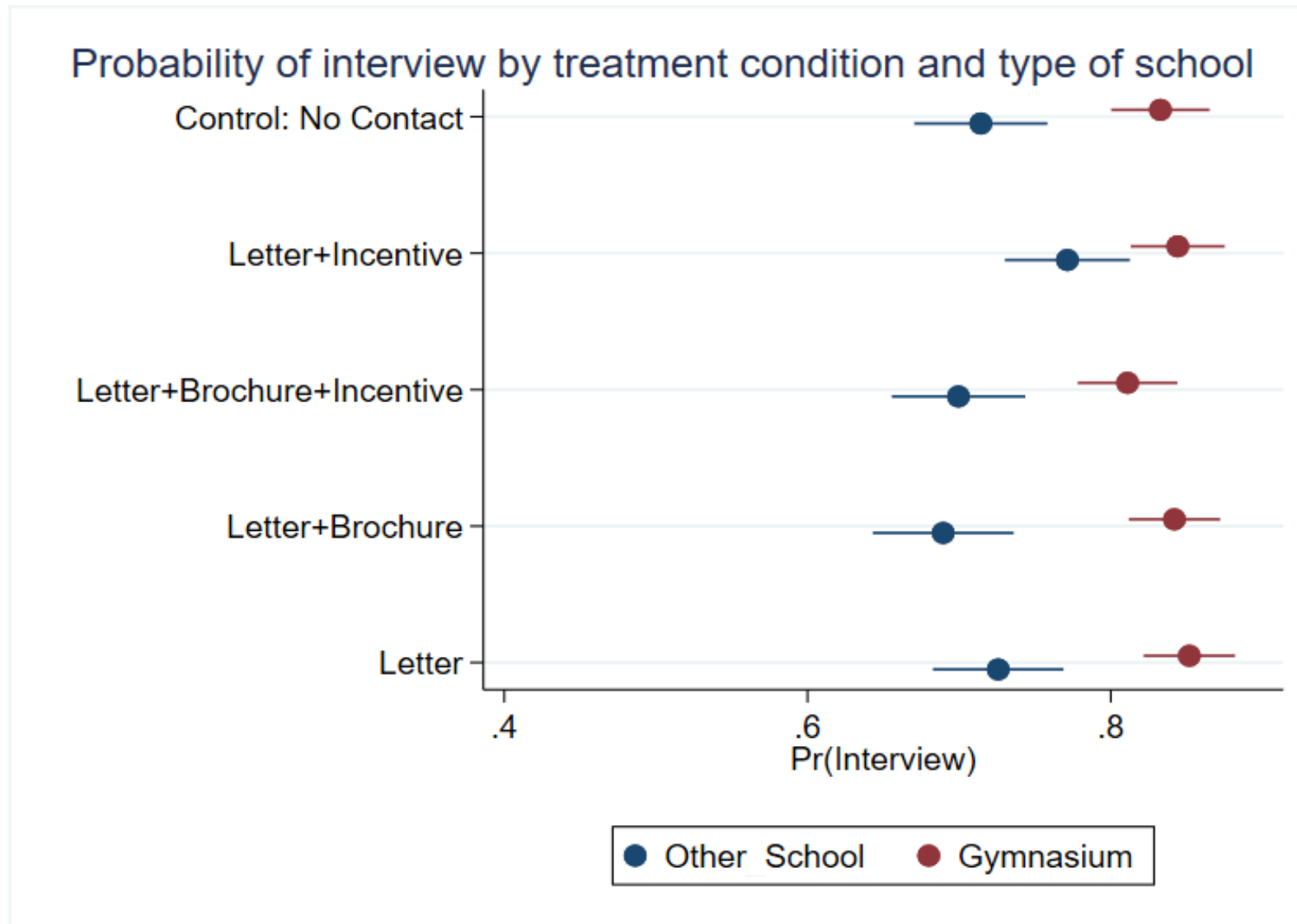
FINDINGS: MARGINAL EFFECTS FOR TREATMENT AND GENDER



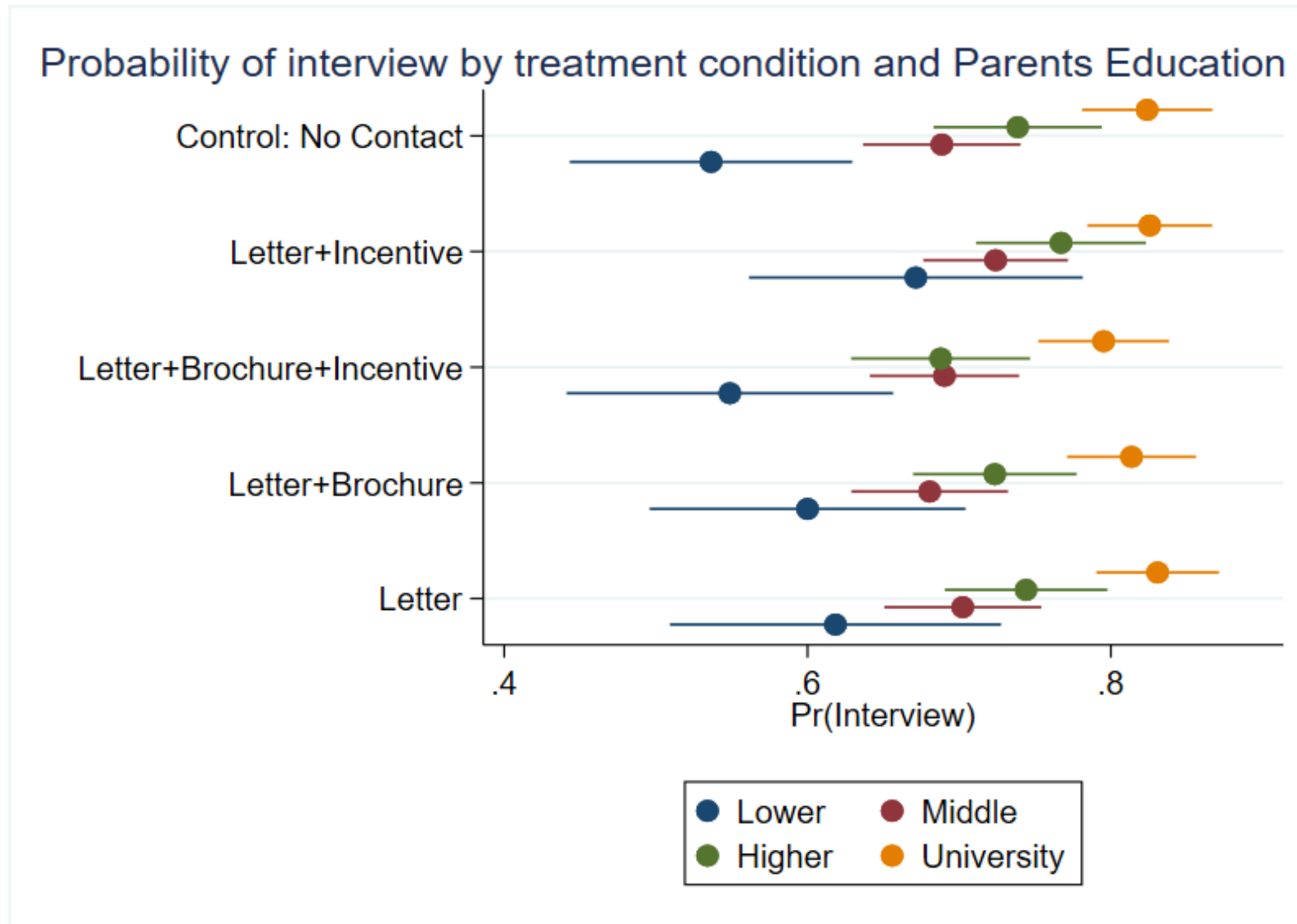
FINDINGS: MARGINAL EFFECTS FOR TREATMENT AND SAMPLE ORIGIN



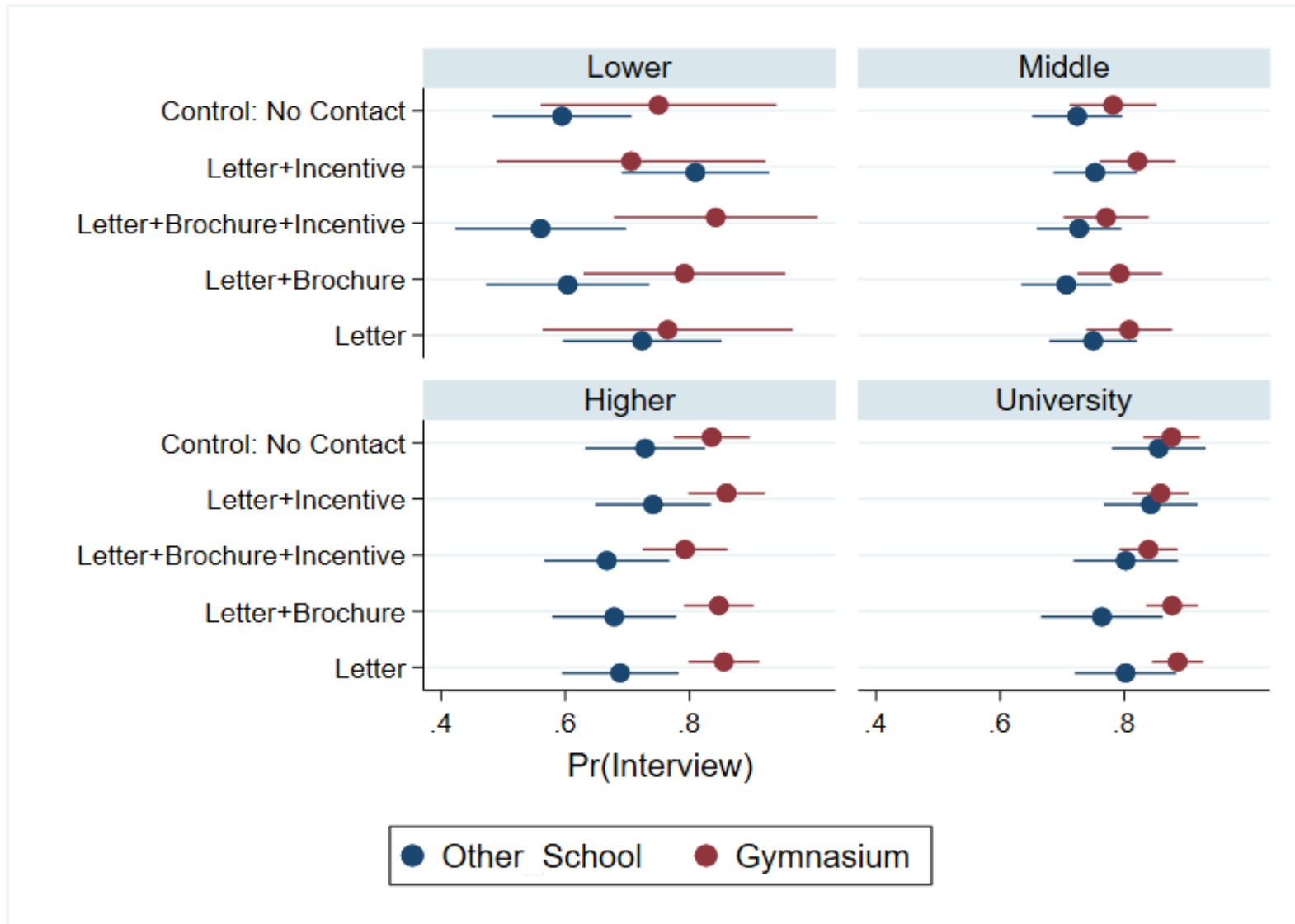
FINDINGS: MARGINAL EFFECTS FOR TREATMENT AND TYPE OF SCHOOL



FINDINGS: MARGINAL EFFECTS FOR TREATMENT AND PARENT'S EDUCATION

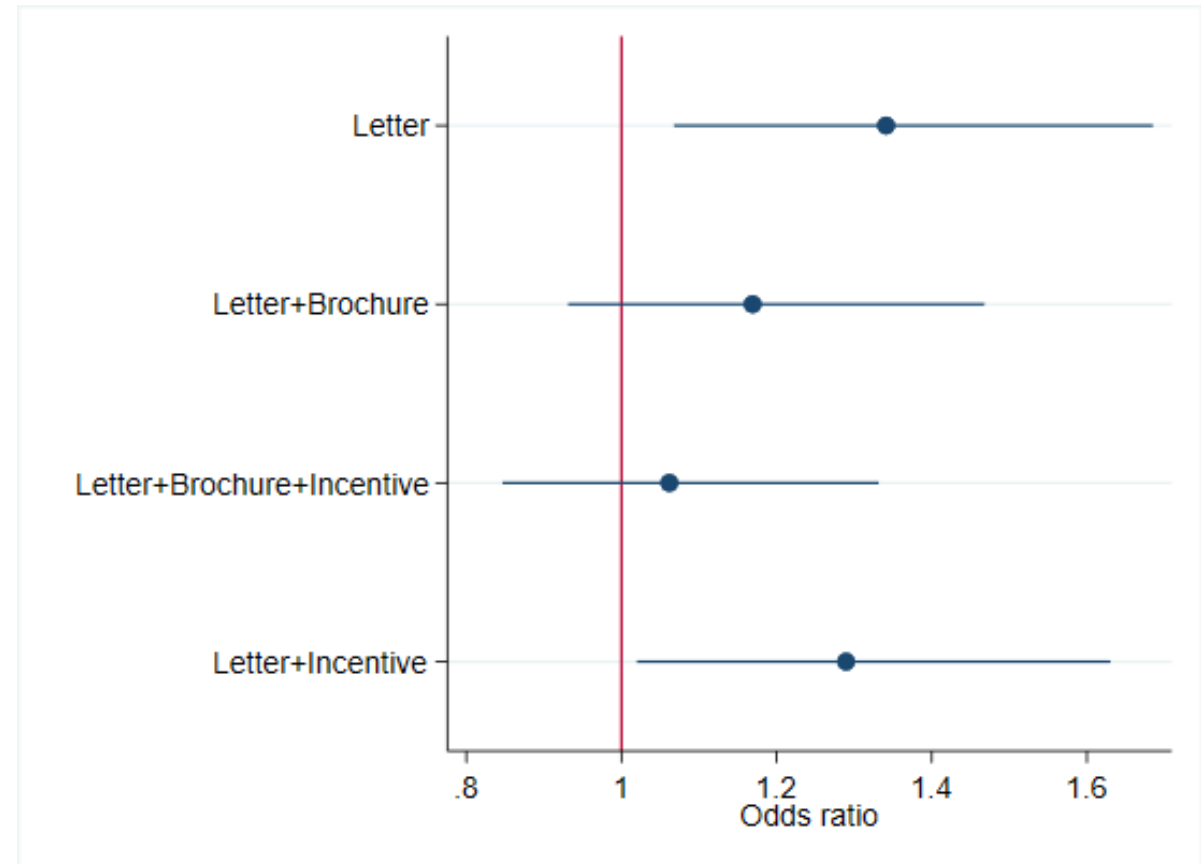


FINDINGS: MARGINAL EFFECTS FOR TREATMENT, PARENT'S AND STUDENT'S EDUCATION



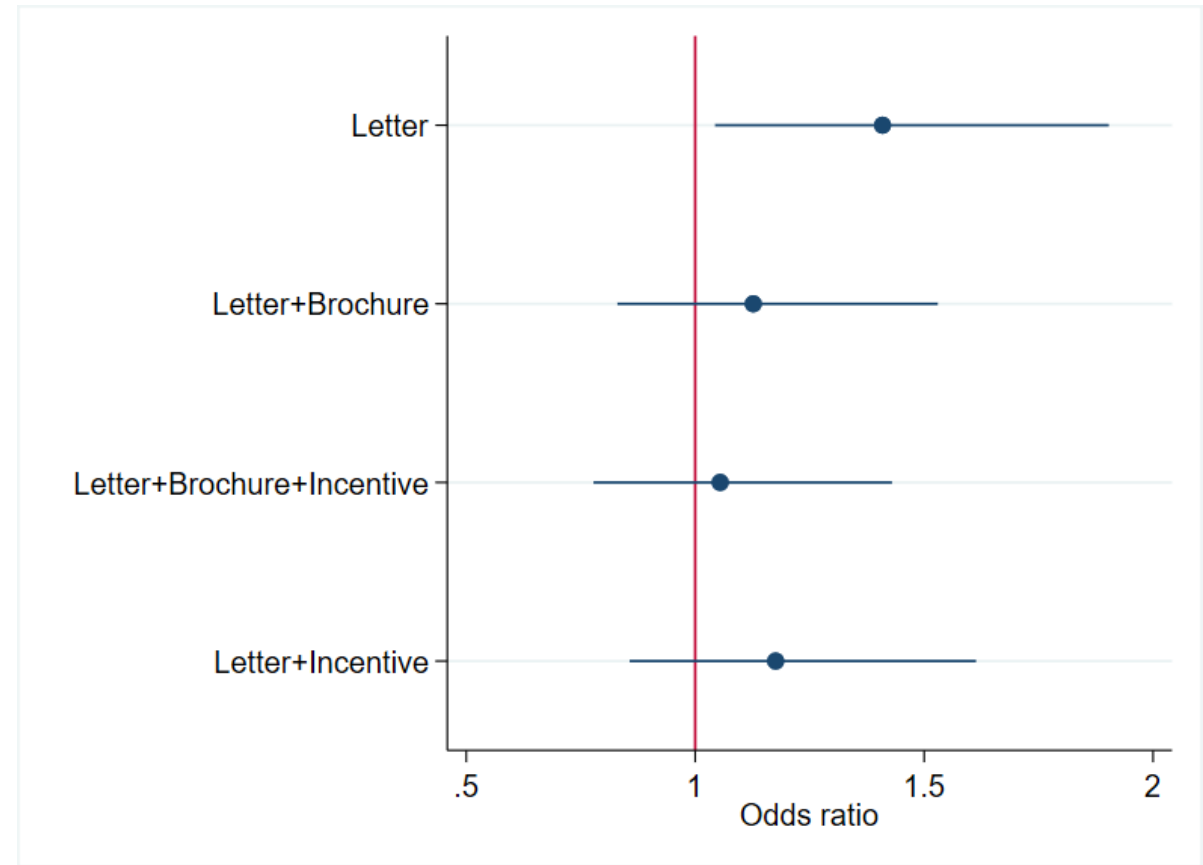
FINDINGS: EFFECTS OF TREATMENT CONDITIONS AFTER FIRST REMINDER

	Coef.	P > z	95% conf. interval	
No letter	reference			
Letter	.293	.012	.065	.521
L + Brochure	.156	.178	-.071	.383
L + Brochure + Incentive	.059	.604	-.166	.286
L + Incentive	.254	.034	.019	.488
Prob > chi2	.0585			
Pseudo R2	.0022			
N	2,978			



FINDINGS: EFFECTS OF TREATMENT CONDITIONS AFTER SECOND REMINDER

	Coef.	P > z	95% conf. interval	
No letter	reference			
Letter	.343	.025	.042	.643
L + Brochure	.119	.444	-.186	.425
L + Brochure + Incentive	.053	.732	-.251	.357
L + Incentive	.161	.315	-.154	.478
Prob > chi2	.1997			
Pseudo R2	.0025			
N	1,952			



CONCLUSIONS

- ✓ Only the „incentive“ treatment has a overall statistically sig. (positive) effect on participation (ref. no contact)
- ✓ Only incentive treatment did not work differently between students from *Gymnasium* and other school types.
All other treatments worked significantly better for students in *Gymnasium*
- ✓ Brochure seems to affect differently boys and girls and students within lower educ. background of parents
- ✓ “More appreciation leads to higher response” seems not to be true. Focus on internal or external motivation
- ✓ The likelihood to answer after first reminder was higher for the groups “letter” and “incentive” and only for the group “letter” after second reminder
- ! ? The treatments work differently with respect to the different characteristic of the respondents
- ! ? Communication strategies have an influence on response also one year after treatment (sic!), work in different manner and can also help to increase the quality of a panel by influencing subgroups

THANK YOU FOR YOUR
ATTENTION!



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