How to obtain more information about the DAS

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**Report One: Demographics**

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The 2011 Durham Area Survey (DAS) is a Quality of Life (QOL) survey that was designed as a feedback mechanism for people who live and/or work in Durham. The 2011 DAS used a large scale pilot test for the survey to engage Durham residents and employees on life issues; these issues may or may not have been important to the participants. Through this survey we were able to query participants to find out which life issues were important to them. A number of documents were generated from this survey including three thematic reports on basic demographics of survey respondents, general questions about employment, and some aspects of personal health. All reports used basic descriptive statistics such as frequencies, and compared means between the DAS and available Durham Region census data; this was done using simple one-sample t-tests. The t-test is used to assess whether the means of two groups are significantly different from one another. This finalised document contains all three thematic reports and two appendixes (the codebook and questionnaire) for the 2011 DAS. It also contains a literature review on the importance of survey and community data and the methodology used in data collection, all of which are summarized below.

### Demographics

The DAS 2011 initially had 485 respondents entering the online survey site. Cases for analysis for these reports were restricted to only those who lived in Durham Region and those who completed the survey in full ($n=443$). Demographic information, when compared to the census, overall suggests that any results generated from this survey are not generalizable to the wider Durham Region Population, as our respondents look significantly different from those in our community. This is due to the fact that it was an online survey, which has many restrictions with respect to access; most notably, computer access may be reflective of a population with higher financial resources. The results of the survey are still informative as to the experiences of those who answered the survey and did serve as an excellent pilot, which provided a tremendous amount of feedback to shape and improve the 2012 DAS. Comparisons of key variables are listed below.

The average age of the respondents was estimated to be 36.2, which was younger than the average age in the census, where it was found to be 37.7. Both female and male DAS respondents were on average younger than their census counterparts, but only females were significantly younger. Almost two thirds (63.7%) of respondents were female and 36.3% male. The census reports that only 51.1% of Durham Region’s population are female, meaning the DAS had a significantly larger female-to-male ratio than exists in the region. Though the DAS
targeted and received responses from all cities and townships in Durham Region, Oshawa in particular was overrepresented. Just under half, or 48.7% of respondents were from the Oshawa area, when Oshawa only contains about one quarter (25.2%) of the total population of Durham Region. This is also a significant difference.

Approximately 9% of DAS respondents self-identified as having Aboriginal ancestry, which is significantly higher than indicated in the census (1.2%), thus those with self-reported Aboriginal ancestry were overrepresented. Correspondingly, almost nine out of ten respondents (88.4%) indicated they were Caucasian, which is 5.2% higher than the census data reports for this area.

Just over half (55%) of Durham Region respondents were legally married at the time of taking the survey, compared to 53.3% of people who participated in the census. Interestingly, the amount of never legally married (single) respondents between the DAS and the census differed by close to 8% (DAS: 38%, census: 30.7%).

Personal income varied quite a bit from data collected by Statistics Canada for the Durham Region. DAS participants earned an estimated average of $45,697.37 which is a $13,692.37 increase from the mean reported in census data (mean=$35,005). Female respondents varied more than male respondents, with females earning $17,008 more than the mean income of the average female in the census (mean=$24,444). Male respondents only earned $3806.56 more than the mean of $41,452 for males on the census, a result that was not significantly significant.

Average household income did not vary much from the census average of $75,397, with a non-significant increase of $856.34 to $76,253.34 for the DAS results. This suggests that male DAS respondents and household income, more generally, are not significantly different from census data with respect to income. Women’s income, in the DAS, is not representative of the larger Durham population.

None of the DAS respondents reported having lower than “some college or university” and over half (51.8%) reported having completed a graduate degree. This varies significantly from the general population, where only 14.8% reported having a university certificate, diploma, or degree.

Dwelling characteristics of DAS respondents were fairly consistent with census data. Census data indicates that 67.6% of Durham Region residents live in a single-detached house, compared to 74.6% of DAS respondents. Further, 83.1% of DAS participants reported their current living space was personally owned or owned by a member of their household; this is only 1% higher than the census data (82.1%). Interestingly, the DAS results showed that 29.5% of respondents reported living at their place of residence for at least 10 years.
Perspectives on Health

Participants of the 2011 DAS were asked to comment on their perceived current state of health. Perceived health refers to the subjective assessment of one’s own health or overall wellbeing. The DAS survey used generic questions to measure overall health-related quality of life (QOL). Quality of Life can be measured using indicators that are negatively associated with health (such as illness or sadness), to positive aspects of health such as wellness and happiness. These health questions were rated on a scale of 1 to 5, 1 being ‘poor’ and 5 being ‘excellent’.

When asked questions about physical and mental health 39.4 percent of respondents rated their physical health as ‘good’ and 32 percent indicated it was ‘very good’. The majority of the respondents of the 2011 DAS rated their mental health as ‘very good’ (32.9%) or ‘good’ (29.5%). Overall, it appears that both male and female respondents share few differences in their perceptions of their perceived mental health.

Most participants (72.1%) indicated that they sleep approximately six to eight hours a night. No respondents reported sleeping less than three hours a night. Participants that indicated they sleep more than six hours a night were more likely to indicate having “excellent” physical health (19%). Those who sleep less than six hours a night were more likely to indicate their physical health as “fair” (23%), as well as indicating more often that their mental health is “poor” (12.2%). Of the participants who indicated they sleep less than six hours a night, 76.1% reported difficulty falling asleep or staying asleep.

Work and Employment Experiences

As a part of the themed portion of the DAS, respondents were queried about their work experiences. Respondents were asked questions regarding their employment, commute times, the convenience of using public transportation and level of public transportation use. In the analysis there was a focus on gender.

Although there are more findings in the larger report, respondents reported that 85.5% (n=361) of them were employed which 78.4% (n=286) specified that the employment was full-time. Almost two thirds (63.3%; n=267) of respondents who answered the employment array were female and 89.1 (n=238) of these females responded that they were employed on a full-time basis. Roughly four out of five (79.1%; n=121) male respondents indicated having employment, 79.5 percent (n=97) of which held a full-time position. Just over one third (35%; n=151) of the DAS respondents indicated that they were students, 79.2 percent of these 151 participants indicated that they were a full-time student. Male students (87.3%) were more likely to report being enrolled full-time than female students (72.9%).
Male respondents tend to work longer hours than women. When asked about the numbers of hours worked, 46.7 percent (n=180) of respondents indicated that they worked on average 30-40 hours each week. Results indicated that more males (34.8%) are likely to work 40 hours or more per week than females (27.9%), and slightly less likely to work 30-40 hours per week (n_{Female}=49.8%, n_{Male}=40.9%).

DAS 2011 respondents overall are generally satisfied with their commute to work. Respondents were queried about their modes of transportation, ranging from walking to traveling and public transportation, and their satisfaction with the commute times. Census Canada reported that just over three quarters (77.9%) of the 2006 census Canada’s respondents indicated using a vehicle for mode of transportation to work as the primary driver compared to 65.9% of the DAS respondents. Interestingly, the DAS 2011 only had 12.2 percent (n=48) of its participants indicate using public transportation as their primary source of transportation. Further, more often than not respondents indicated public transportation as being ‘very inconvenient’ (30.5%) DAS respondents were more likely to use public transportation than 2006 census respondents (n_{DAS}=12.2%, n_{CEN}=9.1%). Female respondents of the 2011 DAS were more likely to be the primary driver of a vehicle than male respondents (n_{Female}=69.8%, n_{Male}=59%).

DAS respondents are largely satisfied with their commute to work. Overall, commute and congestion experiences of DAS respondents were fairly positive. The most commonly reported commuting length of DAS respondents was less than 30 minutes (61.1%); 43% (n=169) of respondents indicated never experiencing any form of traffic congestion.

In the 2011 DAS we asked some questions regarding people’s use of their vacation time. From the analysis of the survey responses it was found that 64.2% (n=251) of respondents did in fact receive vacation time; of these respondents approximately one in four indicated they received three weeks of time off. There were no significant gender differences to report.

**Conclusions on generalizability**

Overall, it is the opinion of CESR that the DAS 2011 data cannot be generalized to the larger Durham population given the number of variations of reported demographics when compared to census data for the same region. It is also important to note that significantly more females responded to the DAS and therefore results may not be representative of the regions overall population. It is also worth keeping in mind that the survey was not available to those without access to computer including those who are in a lower socio-economic income bracket, and/or do not have the means to get to locations which offer computer access. However, depending on which variables are used in any particular analysis, some results may be able to be used with extreme caution. Readers should keep this in mind when interpreting any reports using the 2011 DAS data.
Literature Review

DURHAM AREA SURVEY

LITERATURE REVIEW

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University of Ontario Institute of Technology
The Centre for Evaluation and Survey Research (CESR) is housed within the University of Ontario Institute of Technology (UOIT). As a community member of Durham Region, the CESR team became interested in knowing more about characteristics of the region’s population and began to develop a research instrument called the Durham Area Survey (DAS).

Durham Region lies east of the City of Toronto within the Greater Toronto Area (GTA) and alongside Lake Ontario. The region is approximately 2,590 square kilometres (1,000 square miles) in size. Durham is home to several municipalities, towns and cities including Oshawa, Whitby, Ajax, Pickering, Brock Township, Scugog Township and Uxbridge. The landscape of Durham is characterized by a number of major lakeshore communities (Oshawa, Whitby, Ajax, Pickering) and small towns, villages, hamlets and farms (Brock, Scugog, Uxbridge) which lie immediately inward. This range of topography is illustrated with relatively flat lakeshore areas marked by “bluffs, wooded creeks and ancient shore line”, which contrasts with the “diverse range of landscape woods, headwaters, ridges and hallows” which give way to farmlands and northern lakes (Region of Durham website, n.p.). These northern lakes spread into cottaging and recreational lakelands of Simcoe, Scugog and the City of Kawartha Lakes.

Durham is largely known for its involvement in the manufacturing sector. Its convenient location along Lake Ontario allows Durham to share access to the “Great Lakes and northeastern markets of the continent”; this market is comprised of some 120 million people (Region of Durham website, n.p.). The Planning Department of Durham estimates that the population of the region was 531,000 in May 2001. This same department estimates a total of 970,000 people living within Durham by the year 2021.

Due to the region’s diverse range of landscape, industry capabilities and geographic location within the GTA and alongside Toronto, the CESR staff became interested in knowing more about the residents of Durham. Specifically, we queried: **What is the quality of life within Durham Region?** With this in mind we developed the DAS. In an effort to encompass all areas of Durham, the DAS used an online survey method for data collection. The DAS was designed as a large online feedback mechanism using a Quality of Life (QOL) survey instrument, essentially acting as a pilot test using a volunteer sample of Durham region residents. There has been much debate over whether online surveys are suitable for various types of research, particularly ones similar to the DAS. As technology evolves, traditional research methods, such as paper-and-pen survey administration, are challenges. New forms of data collection, such as online surveys, are becoming more popular but also present their own unique benefits and limitations. A summary of these issues is offered below.
Online Data Collection: Benefits and Limitations

To a greater extent, people use the internet as a fast and preferred means of communication (Couper, 2000; Duffy et al, 2005; Granello & Wheaton, 2004). The internet provides an opportunity for hundreds of millions of users to access information on any topic at any given time. As such, online data collection is a popular research instrument within the research community because of its enormous potential to reach a larger and more diverse range of respondents (Couper, 2000). Couper (2000, p. 465) describes the ability to conduct large-scale data collection as potentially “fully democratizing the survey-taking process” placing the tool “in the hands of almost every person with access to the internet”.

Online data collection can be conducted several ways; more popular methods include email surveys and web-based surveys (Granello & Wheaton, 2004). Email surveys target participants directly through emails with embedded surveys or forms; after the participant completes the questionnaire within the email, they “send” it to the researcher (Granello & Wheaton, 2004). The researcher then takes the raw data and enters it into a database (Granello & Wheaton, 2004). The DAS, alternatively, represents a web-based survey. Web-based surveys require the survey instrument to be available on a third party website (Couper, 2000; Granello & Wheaton, 2004). Participants are invited to participate through various communication forms using largely creative advertising methods. Examples of these methods include soliciting respondents though traditional mail, email, telephone, third-party websites, advertisements, and/or posters. Once having been invited the participant has the opportunity to proceed to the survey through the website information provided and will “submit” their completed questionnaire through an online process (Duffy et al, 2005; Granello & Wheaton, 2004).

The advantages of online data collection are extensive. Web-based surveys are particularly desirable because of their lowered response time, reduction in costs, more efficient data entry, flexibility of format, control of appearance, and technological advances. Further, there is an added advantage of potential respondent anonymity. That is, respondents that may be difficult to recruit for in-person studies may be more willing to disclose their feelings or opinions anonymously via the internet (Van Selm & Jankowski, 2006). Traditional methods, such as mail-in or telephone surveys, take significantly longer to collect results than web-surveys (Duffy et al, 2005; Granello & Wheaton, 2004). Granello and Wheaton (2004) report turnaround times for traditional mail surveys as four to six weeks, two to three weeks for telephone surveys and only two to three days for web-surveys. With web-surveys it is possible to collect massive amounts of data in a short period of time. This is largely due to the fact that participant survey responses are stored in a format that is easily convertible to a spreadsheet format. Many online survey programs have embedded code that allows for quick extraction of spreadsheet format data, complete with headers and case identification numbers. The dramatically reduced response time,
low cost to return the survey, in addition to decreased use of data entry analysts, also supplements the lowered cost to the researcher. Printing, postage and stationary costs associated with traditional surveys are eliminated and replaced with costs for programming, server space, and minimal data entry, cleaning, and/or other forms of manipulation (Granello & Wheaton, 2004).

The costs and time associated with data entry from traditional surveys to web-surveys varies significantly. Advances in technology have allowed researchers to reduce time consuming “cutting and pasting” of data and have traded it with configurations to export data to statistical programs such as Microsoft Excel, The Statistical Package for the Social Sciences (SPSS), or SAS (Wright, 2005). Moreover, technological advances have allowed online survey taking to become an interactive experience. Web-surveys can deliver multimedia survey content to respondents that would otherwise be impossible with traditional survey methods (Couper, 2000; Wright, 2005). Granello and Wheaton (2004) note that one advantage of web-based surveys, as compared to traditional paper-and-pencil surveys, is that researchers are able to learn about the answering process of respondents. That is, the researcher can account for how many respondents entered the survey site without starting it, who started the survey but did not finish it, who completed the survey, patterning of unanswered questions, and so on. Researchers can also place a timestamp on the finished survey, once completed (Couper, 2000; Granello & Wheaton, 2004). Lastly, web-surveys allow researchers to access unique populations through the internet. This type of survey enables the researcher to reach a broader range of respondents who may be too busy to take a traditional survey, prefer to communicate via the web, or too hesitant to meet face-to-face (Wright, 2005).

As with all research methodologies, web-surveys and online data collection possess disadvantages to traditional methods. Granello and Wheaton (2004) and Wright (2005) note sampling issues, response rates, measurement errors and technical difficulties as some of the greatest limitations to online data collection. Sampling error holds to be one of the most problematic aspects of web-surveys. Samples must be representative of the target population. As such, the researcher must “ensure that all members of a defined population have equal access to the technology” to complete the survey (Granello & Wheaton, 2004, 389). If the defined group does not have access to the internet, such as those who have no fixed address, do not use computers, or have lower economic status restricting their ability to obtain internet access, this research methodology can be rendered ineffective. Another issue with regard to sampling error is self-selection bias (Wright, 2005). Some individuals are more likely than others to participate in online surveys. This sampling issue will inhibit a researcher’s ability to make generalizations due to the incomplete respondent data base (Wright, 2005). Currently, computer access is not equally accessible across Durham Region, and therefore these problems present obstacles for this project.
It is for this reason that an online survey was designed as a pilot test and feedback project for survey development, and not a more ambitious project.

Electronic surveys have several effective means of recruiting respondents. Depending on the type of web-based survey chosen, open or closed, the researcher can control who can view or access the survey. **Closed surveys** are only accessible by way of ‘tokens’ (individualized passwords or participant ID’s) or through web links provided by the researcher. This restricts access to the general public and allows the researcher to have more control over the respondent sample. Conversely, the DAS represents an open survey. **Open surveys** are viewable by anyone who has access to the internet and allows researchers the ability to obtain large amounts of data in short periods of time. Though this may be true, it is also problematic because it is impossible to determine response rates of respondents (Couper, 2000; Granello & Wheaton, 2004). Due to the fact many open web-surveys are solicited to participants several ways: internet, traditional mail, signage, newsgroups; it is impossible to “pinpoint the number of individuals who received the information and therefore [the researcher] cannot determine response rates nor speak to the representativeness of the sample” (Granello & Wheaton, 2004, p. 389; Schleyer & Forrest, 2000).

Further, technical difficulties remain to be one of the strongest limitations researchers must overcome in online data collection. It remains to be an ever-present possibly that many of the participants completing the survey may not be extremely computer-literate or have the most up to date technology available to their disposal (Granello & Wheaton, 2004). Should technical error on the users or the researchers end occur, it is unlikely that the data will be useful and will likely be discarded (Granello & Wheaton, 2004; Wright, 2005). It is crucial then that the researcher pilot the “survey with a representative sample of the target population” using a “wide variety of computing formats” to reduce technical error (Granello & Wheaton, 2004, p. 390).

Perhaps because of technical difficulties and a host of other problems with surveys more generally, electronic surveys must also be concerned with measurement error. Couper (2000) defines measurement error as “the deviation of the answers of respondents from their true values on the measure”. That is to say, electronic surveys do not take into account lack of motivation, comprehension problems or technical flaws (Couper, 2000). For example, if a respondent is uninterested in the survey material, they may be more likely to be unmotivated to complete the survey. Further, unlike traditional surveys, specifically paper-and-pencil surveys, the appearance of a web-survey survey can vary from computer to computer based on the respondent’s user preferences (Couper, 2000; Granello & Wheaton, 2004). This may add an obstacle and hinder the ability of the respondent to answer questions and/or complete the survey. Moreover, since the researcher is not immediately present to answer any questions or concerns, self-administered
surveys may to have the highest measurement error in comparison to other traditional survey methods (Couper, 2000).

Online data collection opens the door to a myriad of opportunities for researchers to collect data. As with any research methodology, researchers must be aware of and overcome any challenges to effective data collection. Despite the limitations, however, this research tool is a promising method of obtaining large amounts of data quickly and cost-effectively.

Social Indicators: What is “Quality of Life”?

The DAS was designed as a Quality of Life (QOL) survey. Social indicators and quality of life are inexorably tied to one another. Birnbacher (1999) contends that the concept of ‘quality of life’ began largely as a political and social movement in the Seventies. This movement had a particular focus on economic measures of social welfare (Birnbacher, 1999; Schneider, 1976; Sirgy et al, 2006; Sirgy, 2011). A decade later, there was a shift towards medicine, had similar motivations (Birnbacher, 1999). Birnbacher (1999) maintains that the social science concept generally focuses on the economic indicators of social welfare, while medicine focused exclusively on the functional indicators of health-related welfare. In order words, while social science focused on how much money people had and how much it influenced their lives, medicine was concerned with how much health can positively or negatively influence quality of life.

From a social science perspective, the concept of quality of life evolved out of the social indicator movement (Birnbacher, 1999). Many social scientists felt economics alone failed to be an adequate indicator of personal wellbeing (Sirgy et al, 2006). In other words, money alone appeared to be an inadequate explanation for how people experienced life. Analogously, the quality of life movement developed in the medical field as “a symptom of uneasiness about a medical system which judged its own merits and demerits exclusively in terms of functional aims” such as life expectancy or mobility (Birnbacher, 1999, p. 26). Those interested in social aspects of living, rejected many of the medical indicators realizing that quality of ones living experiences was deemed to be more than the sum of how long one lived (life expectancy), and the ability for an individuals to get from one place to another (mobility). In either discipline, the quality of life movement was used to complement traditional indicators of wellbeing (Birnbacher, 1999; Sirgy et al, 2006; Sirgy, 2011).

A social indicator is a term used to “denote a statistic that is supposed to have some significance for measuring the quality of life” (Sirgy et al, 2006, p. 344). Sirgy et al (2006) holds that the phrase quality of life comprises two different facets. First, these researchers refer to “types or kinds of things rather than to mere numbers of things” (p. 346). For example some people may want to know not only how many people obtained a Bachelor’s degree, but also how
many people were female or male, attended a private or public institution or attended with financial aid. Secondly, Sirgy et al (2006) contends that quality of life may refer to the value or worth of things. For example, there is a popular assumption that the higher one’s the income, the better one’s quality of life. Quality, therefore, is tied to the financial resources one has access to. Whether looking at type or value, both facets of QOL are equally important and must be considered in the discourse of quality of life research.

**Theoretical Explanations of QOL Importance**

Theoretically, QOL projects should be structured in a particular way. Sirgy et al (2006) contends that, as with any social system, there are necessities that must be in place to ensure quality of life. This researcher argues from a structural functionalist perspective. This perspective essentially asserts that all aspects of social interaction, social institutions, and so on, have a purpose, or serve a function. Arguing in favour of this perspective, Sirgy et al, argue that structural functionalism may “produce the requirements for a social system that would maximize QOL [quality of life]” (p. 376). These researchers offer an outline of seven basic aspects of quality of life that the theory in use must encompass:

1. The socially defined standard of living,
2. The level of living as evidenced by the physical attributes of the family,
3. The toxic/clean physical environment and climate,
4. The satisfaction and benefits that derive from social participation in the social agencies and institutions of the locale;
5. General satisfaction,
6. Happiness,
7. The characteristics and structure of the social system that produces the QOL

(Sirgy et al, 2006, p. 376).

In a later article by Sirgy (2011), he notes there are six theoretical concepts underlying quality of life indicator projects. He notes the six as “(a) socio-economic development, (b) personal unity, (c) just society, (d) human development, (e) sustainability, and (f) functioning” (Sirgy, 2011, p. 2).

**Socio-economic development**

Socio-economic development can be considered in terms of income, wealth, and employment (Schneider, 1976). Many social and political powerhouses, such as policy makers at
the international and national level, focus primarily on economic development as the foundation for social wellbeing (Sirgy, 2011); that is to say, “when a community achieves satisfactory levels of economic development, social development follows” (Sirgy, 2011, p. 2). Projects that focus on economic development often look at the social indicators of household income, type of jobs, quality of jobs, cost of living, poverty and homelessness.

**Personal unity**

The concept of personal unity is guided by the basic premise of the “community” (Campbell et al, 1976). Quality of life indicators rely on community members to positively rate facets of their life in terms of their overall lives, conditions and services related to the community in general (Sirgy, 2011). Projects that focus on personal unity often consider two different facets. Firstly, evaluations of satisfaction with “overall life, life domains (social life, leisure life, family life, spiritual life, etc.) and secondly, community conditions and services” (Sirgy, 2011, p. 5). Community conditions are defined as the quality of environment, rate of change in natural environment, race relations, cost of living within the community, crime, ties with members of the community and housing conditions (Sirgy, 2011). In the context of analyzing this facet of quality of life several theories can be used such as the bottom up theory, hedonic psychology, social judgement theory, positive/negative affect, human flourishing, flow and engagement and purpose and meaning in life (Andrew & Withey, 1976; Sirgy, 2011).

**Just society**

John Rawls (1971, 1975) defines social justice under two distinct frameworks. Firstly, a just society is when there is equality in the assignment of rights and responsibilities. Second, inequalities in these rights and responsibilities are justified to benefit the least advantaged people of society (Rawls, 1971; Rawls, 1975; Sirgy et al, 2006; Sirgy, 2011). Quality of life projects that focus on social justice often centre on rights of community members, such as the right to meet basic needs, right to safety, right to employment, duty to vote etc.

**Human development**

This concept has largely been developed from Maslow’s hierarchy of needs (Maslow, 1954; Sirgy, 2011). Sirgy (2011, p. 13) holds that developmental needs “refer to a hierarchy of lower and higher-order needs such as health, safety and economic needs (lower-order needs), as well as social, esteem, actualization, knowledge, and aesthetic needs (higher-order needs)”. If there is a satisfaction of both higher-order and lower-order needs, it leads to human development which is often a positive indicator of quality of life.
Sustainability

Sustainability refers to “the effort to meet the needs of the present without compromising the ability of future generations to meet their own needs” (Jamieson, 2002; Sirgy, 2011, p. 15). Often quality of life projects that focus on sustainability will focus on environmental wellbeing.

Functioning

Functioning is often regarded in terms of “health status, level of education, and current employment status” (Sirgy, 2011, p. 17). It refers to the ability of humans to take part in activities and situations that are important in their lives, such as go to university to earn a living and pursue their chosen lifestyle (Sen, 1999).

The preceding definitions of quality of life indicators are condensed but crucial in the understanding of how to analyze quality of life data and develop meaningful generalizations. Each of the former indicators is qualitatively distinct but all contribute to the greater understanding of community wellbeing and personal satisfaction. The DAS draws from several theoretical frameworks associated with quality of life, namely: socioeconomic development, personal unity, human development and functioning. By querying respondents with questions related to basic demographics, personal relationships, work and health, the DAS pilot test has sought to be in line with the theoretical frameworks associated with quality of life indicators.

Limitations of ‘Quality of Life’ Studies

Despite quality of life research becoming increasingly popular, there are still reservations being held toward it. Birnbacher (1999) contends that it dangerously “grades” individual lives according to respective quality, so it may indicate that some lives are “assigned a quality of life so low they no longer seem worth living”. Further, Birnbacher (1999) holds that although the potential use of quality of life indicators may be socially harmful, it is also harmful to objectively diagnose a “shared definition of ‘quality of life’ that does not exist”. For example, by suggesting quality of life is associated with high income, those who do not fall into this category may be negatively affected by this generalization.

Advantages of ‘Quality of Life’ studies

Despite the possible social harms quality of life labels possess, it is the position of CESR that it would be more harmful to not try to understand community development and personal satisfaction when it is needed (Sirgy, 2011). In other words, it is we assert that it is important for researchers to investigate community relations and shed light on possible areas of communal praise or improvement. Further, quality of life studies promote social cohesion and afford
individuals an opportunity to reflect on their lives as a whole and make comparisons to their community.

**Summary**

In sum, online data collection can be executed in a variety of different ways: closed surveys, open surveys, web-based or email surveys. Irrespective of the type of survey chosen, all online data collection methodologies boast numerous advantages and disadvantages. The DAS represents an open survey focused on determining the Quality of Life (QOL) of Durham Region. By considering the theoretical frameworks associated with quality of life research, the DAS pilot test was developed.
References


Methodology

DURHAM AREA SURVEY

METHODOLOGY

December, 2011

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University of Ontario Institute of Technology
Methodology

The Centre for Evaluation and Survey Research (CESR) at the University of Ontario Institute of Technology (UOIT) in Oshawa, Ontario, is interested in understanding the Quality of Life (QOL) of Durham Region residents (Oshawa, Whitby, Ajax, Pickering, Clarington, Brock, Scugog and Uxbridge). To do this, CESR developed a preliminary version of the Durham Area Survey (DAS) in an effort to query Durham Region residents about various issues, including questions regarding personal health, housing, age, gender, perceived neighbourhood safety, overall feelings of wellness, attitudes, employment, and so on. The research team implemented the QOL survey with the intent to administer the survey on an annual basis. This initial survey was designed as a pilot test to solicit feedback from the larger community about various aspects of the survey including content and structure of the instrument. The survey also acts as a quasi-baseline baseline measurement of QOL in Durham Region. In other words, the study was implemented as a pilot test to gather information prior to larger, subsequent studies and to test the logistics of the research instrument. The results of the pilot test will also act as a large-scale feedback mechanism to understand issues that are important to Durham residents. Further, the data will be used to triangulate with census data on issues facing Durham Region as a whole.

Design

The DAS was designed to serve as a feedback mechanism for Durham Region respondents; that is, this initial survey will be refined using feedback from respondents to build a more effective subsequent survey instrument for future use. Subsequent studies of the DAS are proposed to run on an annual basis, via telephone interviewing using random sampling techniques. The idea of the DAS is that it will provide Durham residents, students and academic community a “snap-shot” of Durham Region. The design of this study is to test the overall QOL of Durham Region residents. To begin, the term Quality of Life (QOL) is clarified to better understand the overall purpose of this study. QOL has been defined in numerous ways by researchers through a variety of instruments. QOL more generally refers to socio-demographic variables or ‘social indicators’ that affect well-being (Diener & Suh, 1997). QOL may refer to types of things or the value of things. For example, one may want to know how many females received bachelor’s degrees and others may want to know the average household income per family. The term socio-demographic variables refers to key variables that describe the demographic characteristics of a group, sample, or population, such as age, marital status, gender, income, education, housing conditions and location, etc. Further, the term social indicator is used to “denote a statistic that is supposed to have some significance for measuring the QOL” (Sirgy et al., 2005, p. 344). These indicators can be social, economic or environmental in nature and can yield numerous possible combinations for researchers (Sirgy et al., 2005). Moreover, social indicators can be objective or subjective. Subjective indicators refer to
“personal feelings, attitudes, preferences, opinions, judgements or beliefs” (Sirgy et al., 2005, p. 344). Objective indicators refer to observable and measurable aspects of life, including quantitative analysis of numbers of people involved in a range of variables.

Research for the DAS began in late 2010 and spread into early 2011. In an effort to develop a survey that comprised all of the various elements of QOL indicators, much time was spent reviewing Statistics Canada reports such as: Community Reports and General Social Survey cycles.

Consent

Since the survey was conducted using the CESR online survey system, consent was obtained electronically. Participants were offered an electronic consent form prior to entering the electronic survey. Respondents were asked to read and provide their consent to participating in the survey by clicking “Next”. By clicking “Next” the participant expressed their agreement to participate. At all points and in all screens of the survey, participants had the ability to advance to the next section, leave the survey and delete their answers, or leave and resume the survey at a later date. All of these options were clearly indicated on the consent form. A copy of the consent form can be found in Appendix A at the back of this report.

At no time was the participant asked to provide identifying information, with the exception of the first three letters/numbers of their postal code. This information was obtained by the researcher to determine where the majority of respondents came from. Had the participant chose to withdraw from the survey, answers were not used in the course of data analysis. At the end of the survey the participant has the option to “Submit” the survey or to withdraw participation. The act of clicking “Submit” is the participant’s final consent to share their answers to the researcher. The completed data file is stored within the Centre for Evaluation and Survey Research at UOIT and continues to adhere to the safe handling of data principles associated with university research.

Participants

The DAS 2011 initially had 485 respondents entering the online survey site. Cases for analysis for these reports were restricted to only those who lived in Durham Region and those who completed the survey in full (n=443). Participants range in age from 18 to 65 years and over. The mean age range of participants was 18-24 (M=18-24). Participants were recruited voluntarily and through non-probability sampling methods. Participants of Durham Region were selected through availability sampling and were recruited through website articles, emails, Facebook posts, signage, word-of-mouth, newspaper coverage, non-profit agency and municipal websites, and local television coverage around Durham Region. Posters were systematically
Durham Area Survey: 2011 Final Analysis

placed throughout Durham Region to target high traffic public areas, specifically: community centers, coffee shops, public libraries, local businesses, non-profit organizations, municipal offices and postsecondary institutions.

Because of the voluntary participation of respondents and creative advertising of the survey predominantly using electronic media, some participants may have been systematically excluded from participating in this study. As the survey was accessed solely through electronic means via a computer those without access to the Internet, including but not limited to individuals who cannot afford one, choose not to have one, and/or those with rudimentary computer skills would have less opportunity to participate. Finally, this survey was restricted to those residents of Durham Region and who were not 18 years of age and older.

Materials

The researcher and Communications and Marketing at the University of Ontario Institute of Technology (UOIT) developed posters, media releases, emails and other electronic statements to promote the Durham Area Survey (DAS). Examples of our creative modes of advertising can be found in Appendix C at the back of this report. CESR staff spent numerous weeks researching quality of life indicators and developing the DAS. Several drafts of the pilot test were refined and then uploaded to the CESR online survey system. Prior to the launch of the survey, Communications and Marketing worked in partnership with CESR to develop a series of media strategies. Each of the strategies drafted a number of press releases to announce survey development, and then survey launch. As part of the survey launch, the Centre for Evaluation and Survey Research (CESR) and Communications and Marketing contacted a variety of local outlets, such as: Chex TV, Metroland Media (Oshawa This Week, Port Perry Star, Uxbridge Times Journal) and other local media coverage. Furthermore, as part of the promotion of the survey, Communications and Marketing produced a number of images and text for posters and electronic advertising. Imagery was placed in rotation on the UOIT and as the CESR homepage by UOIT staff while the survey ran. In weeks prior to the survey launch, CESR staff hand delivered hundreds of posters throughout Durham Region. Upon the launch of the survey June 20th, 2011, participants were able to access CESR’s online survey system by way of obtaining the survey link through the various methods aforementioned. Materials needed by the participants of this study include internet and computer access.

In an effort to increase response rates approximately mid-way through the research study, CESR staff contacted a variety of non-profit agencies, municipal and township offices via telephone and, had the source consented, were asked to promote the survey through any available electronic means. Due to the positive response from the community and respondents, the survey
date was extended to July 29th, 2011. Appendix D lists all agencies contacted during the development of the pilot DAS study.

Procedure

A final copy of DAS questions are illustrated in Appendix B. The DAS queried respondents regarding a number of items including, but not limited to: marital and employment status, educational attainment, number of people living in the household with the respondent, the respondent’s personal income, the respondent’s household income, whether individuals are renting or owning their dwelling, age, gender, census area, and so on. Experientially, researchers queried individuals about daily commuting times, number of weeks of vacation available each year, average hours worked over a week, overall ratings of personal health and mental health, various measures of stress, and a number of other factors. Themes provided as examples concern issues of living with physical or mental impairments, optimism, unpaid work, safety, and levels of trust.

Of the 56 questions on the DAS, nine were open-ended and asked the participants to comment on their experience with the DAS. Open-ended questions are designed to encourage meaningful answers using respondent knowledge or experiences. These questions featured questions relating to respondents acceptance or rejection of certain questions, if we had missed anything and how to ask sensitive questions (such as questions related to ethnic and racial identity). Conversely, several close-ended questions were used to inquire about issues related to: gender, educational attainment, dwelling, dependents, political affiliation, religion, sexual orientation, work and transportation. Close-ended questions are answered typically by ‘yes/no’ responses or from a selection of pre-determined choices (multiple choice questions). Close ended questions were used to understand agreement with certain statements and provided numerous opportunities for respondents to rate certain questions, in an effort to understand: feelings, health surroundings and social, economic and/or cultural circumstances.

Questions were derived from a variety of credible resources. Several cycles of the General Social Survey (GSS) (Cycle 22, 23, 24) served as a template given the rigour that Statistics Canada has used to develop questions on the wellbeing of Canadians. The purpose of the GSS series is to understand the needs and experiences of Canadians. The Durham Area Survey sought to quasi-replicate a similar small-scale survey to measure the needs to Durham Residents. GSS Cycle 22 on ‘social networks’, Cycle 23 on ‘victimization’, and Cycle 24 on ‘time use’ were primarily used to understand the types of questions queried to Canadians by Statistics Canada (Statistics Canada, n.d.). Several of the GSS cycles provided excellent insight into questions related to demographics, income, housing, mental and physical health and time use overall. In addition to using Statistics Canada as a resource, some themes were developed by
referencing specific studies focused on optimism and trust. The Life Orientation Test-Revised or LOT-R scale added to assess the respondent’s outlook on life (Scheier et al, 1994). Further, a trust scale used within the survey was largely compiled using several elements in various studies pertaining to interpersonal relations (Larzelere & Huston, 1980; Rempel, Holmes & Zanna, 1985; Rotter, 2006).

The survey was uploaded to CESR’s online survey system after several drafts were refined. CESR staff then pre-tested the survey on a small number of participants to check for errors and length of time to complete the survey. Participants were selected from a small database of respondents and asked to provide feedback on the pre-test. A pre-test is a test given to establish baseline measures in a quasi-experimental or experimental design process. Responses were appraised and adjustments to the DAS were made accordingly. The Centre for Evaluation and Survey Research (CESR) contacted UOIT’s Communication and Marketing department to assist in the announcement of survey development and the survey launch. Posters were created to announce the launch of the survey and were posted throughout Durham Region through hand delivery (Oshawa, Whitby, Ajax, Pickering, Uxbridge, Scugog, Brock). Poster locations are attached in Appendix D. Press releases were also developed and delivered to all media outlets of Durham Region, including CHEX television in Oshawa and Metroland Media.

Once participants were given the survey link through one of the aforementioned options, they were directed to the online survey through the CESR online system. It was indicated that the length of the survey was approximately 10 to 30 minutes, depending on the length and detail of responses. Then, participants had the chance to advance through a progression of screens querying consent, several themes and quality of life indicators. After submitting the survey, the participant was thanked for their participation and given the option to be part of a regular panel survey or visit the CESR homepage.

**Dissemination of Data**

Data has been collected to provide a base-line measurement of Durham Region’s ‘quality of life’. Results are now in the process of being analyzed and a series of themed reports will be posted on the CESR website, and announced using various other media including email, news releases, and so on. Results of the DAS will be written in the form of a series, using various aspects of the data and offered via press release to the community once initial reports have been created, a public announcement to the UOIT research community will be made encouraging others to use the data for thesis, journal articles, and so on.
Summary

Overall, the Durham Area Survey (DAS) was developed to examine, by way of a pilot test, the ‘quality of life’ of Durham Region residents. By way of collaborating with Marketing and Communications at UOIT, the Centre for Evaluation and Survey Research (CESR) recruited participants through a variety of methods. More specifically, a series of media strategies were developed, imagery was created for posters and electronic promotion and numerous press releases were drafted and refined. By uploading the DAS to an online survey system monitored by CESR, participants had the opportunity to consent to their participation and then went on to answer a number of questions related to their demographics, employment, health, etc. The data will be analyzed and released in a series of publications, such as this one, culminating in a larger and comprehensive final report. These reports will be made available on the website, and alerted to the community using various forms of social media. The feedback from this survey will be used to adjust subsequent issues of the DAS and the data will be offered to the researching community at UOIT to generate interest and further publication, using data generated in the Durham Region.
Report One: Demographics

DURHAM AREA SURVEY

DEMOGRAPHICS:

HOW DO DURHAM RESIDENTS COMPARE TO CENSUS DATA?

December, 2011

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Demographics” How Do Durham Residents Compare to Census Data?

The Durham Area Survey (DAS) was generated using a volunteer sample or availability sample. This form of convenience sampling draws upon the need for participants to self-select or volunteer to be available to complete a study. The DAS did not rely on random sampling to administer this sample. The survey was made available to all who wished to take it, providing they met the criterion of being 18 years of age or older. As such, it is important to know whether the results of the DAS are representative of the population of Durham, or simply the sample of people who volunteered to answer the survey. Results were analyzed using basic descriptive statistics (frequencies) and comparing means (t-test) between our survey and available Durham Region census data which does use random selection to obtain its sample. By comparing these means, we can establish whether our results are generalizable to the larger population of Durham Region residents.

Can we generalize the results of the DAS to the larger population of Durham Region?

The use of t-tests and census data

For the purpose of understanding whether or not our sample who responded to the DAS are significantly different from those identified in the census, the t-test was used to compare means. The t-test assesses whether the means of two groups are statistically different from one another. Specifically, the researcher is “comparing the values on some continuous variable for two groups or on two occasions” (Pallant, 2007, p. 232). Independent sample t-tests are used when comparing the mean variables of two different groups, while paired-samples t-tests are used when the researcher wishes to compare the same variables on different occasions (Pallant, 2007). Significance levels show you how likely a result is due to chance. If the significance (or alpha level) of the t-test is at or below 0.05, it means that there is less than five percent chance of a result happening in the population. In other words, if we wanted to say a result is significantly different, the t-test would predict that these differences would be present, 19 times out of 20. If we have results greater than 0.05, this depicts a statistically non-significant outcome because our results are likely to have occurred more often than five percent of the time. A test of significance only allows us to be incorrect five percent or less.

A majority of DAS data was analyzed using a simple one-sample t-test. We are assuming the respondents in our survey and the census results both reflect the population of Durham Region, and therefore the variance of our sample is the same. In our case, we were interested to see if the results in our survey were the same as those found in the Canadian census data available for Durham Region. The more similar these two groups of data are, the more we can generalize to the larger population. If the groups are significantly different, we can only state
our results in terms of our sample, and not extend our findings to the greater population of Durham Region.

Comparative information for t-tests was derived from Statistics Canada 2006 Community Profiles. Specifically, the “Durham Region Health Unit” profile was used to depict Durham Region as a whole (Statistics Canada, 2006). Statistics Canada defines a “Health Region” as an administrative area defined by the provincial ministries of health (Statistics Canada, 2010). Durham Region (Oshawa, Whitby, Ajax, Pickering, Brock, Clarington) represents one “Health Region”, as such it was used as the comparative population to the Durham Area Survey respondents.

Our findings below suggest that, with the exception of income and dwelling characteristics, features of our sample look different from 2006 census data. Below, we have provided the reader with some of the tests we conducted to demonstrate our findings. If you wish to know more about this sample, we encourage you to visit the Centre for Evaluation and Survey Research (CESR) website at http://cesr.uoit.ca or contact the office directly at (905) 721-8668 X6552.

Population Characteristics

The Durham Area Survey (DAS) pilot test had a total of 443 respondents from all areas in Durham Region. The Canadian census reports that the population of Durham Region was 561,258 in 2006 (Statistics Canada, 2006). The mean age of the respondents reported in the DAS was 36.235, while Durham Region’s mean age reported by Statistics Canada was 37.7 ($t=-2.256$, $df=442$, $p=0.025$). Table 1 demonstrates the mean age for male and female respondents in the DAS and census data. The DAS reports that females were 1.72 years younger than reported in the census ($n_{DAS} = 36.78$, $n_{CEN} = 38.5$). Further, DAS results show males as 1.54 years younger than census data ($n_{DAS} = 35.26$, $n_{CEN} = 36.8$). The difference in means were -1.72 years for females ($t=-2.236$, $df=281$, $p=.026$) and -1.54 years for males ($t=-1.303$, $df=158$, $p=.195$). While the results pertaining to females are statistically and significantly younger and therefore not generalizable to the larger Durham Region population, results from the DAS show the male population to be less significantly younger in age than census data and potentially more generalizable overall to others in the region. Taken together, the differences between our sample and the sample data found in the census are considered too significantly different to be generalizable to the larger regional residents. Our sample is significantly younger than those in the census. They are a reflection of the respondents of our study alone.

Respondents of the DAS were 63.7 percent female ($n=282$) with the remaining 35.9 percent male ($n=159$). Census data reports 51.09 percent ($n=286,720$) of the population of Durham Region as female while the remaining 48.91 percent as male ($n=274,540$). The DAS
results are not representative in terms of the female to male ratio in Durham Region due to the small sample size; however it is representative of the sample derived from the voluntary population online. In other words, there were significantly more females and fewer males in our sample than there are in the census data for the same region, and therefore any analyses involving gender cannot be generalizable to the larger population of Durham Region.

Table 1
Age Means for DAS Respondents (DAS data & 2006 census data)

<table>
<thead>
<tr>
<th></th>
<th>Mean age</th>
<th>Mean Age</th>
<th>p</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAS</td>
<td>census</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>36.78</td>
<td>38.5</td>
<td>0.026</td>
<td>-2.236</td>
<td>281</td>
</tr>
<tr>
<td>Males</td>
<td>35.26</td>
<td>36.8</td>
<td>0.195</td>
<td>-1.303</td>
<td>158</td>
</tr>
<tr>
<td>Aggregate Age</td>
<td>36.235</td>
<td>37.7</td>
<td>0.025</td>
<td>-2.256</td>
<td>442</td>
</tr>
</tbody>
</table>

Table 2
Frequency & percent of DAS respondent locations

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n= #)</td>
<td>(%)</td>
</tr>
<tr>
<td>Oshawa</td>
<td>211</td>
<td>48.7</td>
</tr>
<tr>
<td>Whitby</td>
<td>68</td>
<td>15.7</td>
</tr>
<tr>
<td>Ajax</td>
<td>47</td>
<td>10.9</td>
</tr>
<tr>
<td>Pickering</td>
<td>28</td>
<td>6.5</td>
</tr>
<tr>
<td>Brock</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Clarington</td>
<td>59</td>
<td>13.6</td>
</tr>
<tr>
<td>Uxbridge</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Scugog</td>
<td>10</td>
<td>2.3</td>
</tr>
<tr>
<td>Total:</td>
<td>443</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 illustrates what area of Durham each DAS respondent lived. The majority of the respondents, 48.7 percent, came from Oshawa (n=211). Figure 1, indicated in purple, illustrates the geographic location of Oshawa. The population of Oshawa in 2006 was 141,590 which represents 25.23 percent of Durham Region’s overall population (n=561,260). As a result, the findings of the DAS (48.7%) vary significantly from Canadian census data.
Approximately nine percent of DAS respondents self-identified as having Aboriginal ancestry. In the 2006 census only 1.18 percent of Durham Region indicated being part of the Aboriginal identity population \((n_{DAS} = 9\%, n_{CEN} = 1.18\%)\). Therefore, with respect to the DAS, people with Aboriginal decent are over-represented in our sample. As part of the analysis, DAS data was amalgamated to mirror the 2006 Statistics Canada community report and created two variables, “visible minority population” and “not a visible minority.” Our questions on this issue were based on census data questionnaires. Statistics Canada and the Employment Equity Act define **visible minorities** as any persons, other than Aboriginals, who are non-Caucasian in race or non-white in colour. Almost nine of every 10 DAS respondents (88.4%) indicated they were of predominantly Caucasian (white) ancestry which is 5.2 percent more than census data \((n_{DAS} = 88.4\%, n_{CEN} = 83.2\%)\).

**Marital Status**

DAS data was recoded to amalgamate respondents who indicated being married (by marriage, civil union, etc.) and living common-law. Statistics Canada defines **legally married** as persons whose spouse is still living, unless legally separated or divorced (Statistics Canada, 2010). This definition was broadened in 2006 to also include same sex couples who are lawfully married (Statistics Canada, 2006). Further, Statistics Canada defines those who have been **never
legally married (single) as persons who have never married or persons who have had their marriages annulled. In 2006, 53.3 percent of Durham Region’s population reported to Statistics Canada that they were legally married (by marriage, civil union, etc.). Table 3 below shows the respondent population of the DAS to be 53.3 percent legally married. The results of the DAS are 1.7 percent above Durham Region’s census population.

Table 3

<table>
<thead>
<tr>
<th>Marital Status of DAS/Census Respondents</th>
<th>DAS (%)</th>
<th>Census (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally married (by marriage, civil union, etc.) or living common-law</td>
<td>55</td>
<td>53.3</td>
</tr>
<tr>
<td>Widowed</td>
<td>1.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Separated</td>
<td>1.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>Single</td>
<td>38</td>
<td>30.7</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Income**

Respondents were asked to provide the researcher with their personal and household incomes. Personal income as defined by Statistics Canada refers to the total income from all sources for Canadians aged 15 and older (Statistics Canada, 2010). Household income refers to the sum of total incomes from all members of the census family (Statistics Canada, 2010). A census family refers to a married or common law couple with or without children or a lone parent of any marital status with at least one child living in the same dwelling (Statistics Canada, 2010). DAS data was compared to 2005 Census data from the 2006 community profile. DAS participants were over 18 years of age. Because this DAS has slightly older respondents (18 as compared to 15) we anticipate that the DAS group are more likely to have a personal and household income higher than that of census data. The personal income of Durham Region residents, as reported by Statistics Canada in 2005, was $32,005. DAS participants had a mean personal income of $45,697.37 with a difference of $13,692.37 compared to census data ($t=8.484, df=398, p=.000). These results are highly significant, suggesting that the DAS sample made significantly more than the average income in this region. This change cannot be due to the age discrepancy in samples alone and therefore we offer that we cannot generalize our results to Durham Region residents when income is included in any analyses.
Table 4 below details total personal and household earnings from both census data and DAS responses. Looking at the relationships between income and gender, female respondents of the DAS ($n=252$) reported a total income of $17,008 more than census data ($n_{DAS} = $46,035, $n_{CEN} = $24,444). The difference in income among females is highly significant ($t=11.243, df=251, p=.000$) asserting that our female respondents made significantly more, on average, than those in Durham Region. Male respondents of the DAS reported an income $3806.56 greater than the reported income for Durham Region in the 2006 census data ($n_{DAS} = $45,258, $n_{CEN} = $41,452). These results are not significant ($t=1.306, df=145, p=.194$), meaning that males in our sample are not really all that different from those who responded to the census. However any study that compares gender, where females and males are compared on income, could not be generalized given the significantly higher income of females in the DAS.

The mean household income noted by DAS respondents was $76,253.34, only $856.34 more than the median income reported to Statistics Canada by Durham Region residents in the census ($n_{CEN} = $75,397). Data collected by the DAS is reflective of census data ($t=.558, df=373, p=.578$). In other words, the difference in household income between the DAS and census respondents for this region are not significant. Therefore, with caution, we may be able to generalize analyses where household income was used, providing that no other population characteristics were used that were considered significantly different and not generalizable, such as gender or the age of the respondent, as mentioned above.

**Educational Attainment**

DAS respondents were asked to report on their highest level of educational attainment ranging from no schooling to completing post-graduate degree. Just over half (51.8%) of DAS respondents reported having completed a graduate degree (masters or teaching certificate, etc.). Conversely, only 14.8 percent of Durham Region census respondents reported having a university certificate, diploma or degree. Table 5 below depicts the frequency and percentage of DAS responses pertaining to educational attainment. No respondents reported having lower than “some college or university”.

**Table 4**

<table>
<thead>
<tr>
<th></th>
<th>Total Personal Income ($)</th>
<th>Female Total Personal Income ($)</th>
<th>Male Total Personal Income ($)</th>
<th>Total Household Income ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAS data</strong></td>
<td>45,697.37</td>
<td>46,035.71</td>
<td>45,258.56</td>
<td>76,253.34</td>
</tr>
<tr>
<td><strong>Census data</strong></td>
<td>32,005</td>
<td>24,444</td>
<td>41,452</td>
<td>75,397</td>
</tr>
</tbody>
</table>
Table 5  

*Frequency and percentage of educational attainment by DAS respondents*

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Frequency (#)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some college or university</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>Completed college certificate or university degree</td>
<td>28</td>
<td>7.1</td>
</tr>
<tr>
<td>(Bachelor’s degree, certificate program, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some graduate school</td>
<td>103</td>
<td>26.3</td>
</tr>
<tr>
<td>Completed graduate degree (Masters, teachers certificate, etc.)</td>
<td>203</td>
<td>51.8</td>
</tr>
<tr>
<td>Some post graduate education</td>
<td>15</td>
<td>3.8</td>
</tr>
<tr>
<td>Completed post graduate degree (Doctorate, etc.)</td>
<td>36</td>
<td>9.2</td>
</tr>
<tr>
<td>Total:</td>
<td>392</td>
<td>100</td>
</tr>
</tbody>
</table>

**Dwelling Characteristics**

Respondents of the DAS were queried about their living circumstances and how long they have resided within Durham. Census data suggests that 67.6 percent of Durham Region residents live within single-detached houses. Likewise, 74.6 percent of DAS respondents indicated living in a single-detached home, seven percent more than reported by Statistics Canada. Further, 83.1 percent of DAS participants reported their current living space as personally owned or owned by a member of their household. This sample is one percent higher than reported census data ($n_{DAS} = 83.1\%$, $n_{CEN} = 82.1\%$). Both data sets show almost identical rates of home ownership. This means that we can cautiously use this variable in our analysis, and may be able to generalize the results of these comparisons, providing no other sample characteristic is used that was found to be different from census data for this region (e.g., gender, age, and so on). It is interesting that 29.5 percent of DAS respondents reported living at their place of residence for at least 10 years; moreover, 64.9 percent of respondents indicated residing within Durham Region for at least 10 years. There was no census comparison for these last two statistics. This does suggest that a majority of the DAS respondents have lived in the area for at least a decade.

**Summary**

Overall, given the results of our analysis comparing our sample characteristics to those of the census do not suggest that conclusions drawn from this survey can be extended or generalized to the larger population of Durham Region. Our sample is significantly different from the 2006 census in many important ways. However, these results are useful for a number of other reasons. First, it is representative of the 443 participants who responded to the survey, and
their views. The pilot study of the DAS was designed to act as a large scale feedback mechanism for the design and implementation of an annual survey for the region. The research team will consider the feedback from respondents and address survey content accordingly. Subsequent studies of the DAS will be informed by this pilot test. It is anticipated that future cycles of this survey will be conducted using randomized samples to reduce the bias of our results.

References


Report Two: Perspective on Health

DURHAM AREA SURVEY

PERSPECTIVES ON HEALTH

February, 2012

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Perspectives on Health

As part of the themed portion of the Durham Area Survey (DAS), participants were asked to comment on their current state of health. Respondents were asked a variety of questions related to their physical, emotional, and psychological well-being and requested to rate these options based on their perceived health. Perceived health refers to the subjective assessment of one’s own health or overall wellbeing. That is, participants were given the opportunity to self-rate their health based on their own personal opinion of what wellness is to them.

Research has shown that there are two approaches to measuring health-related quality of life, namely: 1) generic instruments that provide a summary of quality of life as it pertains to health, and 2) specific instruments that focus on detailed areas of health, diseases, and examine patient groups (Guyatt et al., 1993). The DAS is an example of a generic instrument measuring health-related quality of life. Health-related quality of life is a broad concept that ranges from indicators that are negatively associated with health, such as death, to positive aspects that include happiness and functionality (Guyatt et al., 1993). However, other areas of health-related quality of life are also significant to health, such as income, freedom, and environmental circumstances (Guyatt et al., 1993). As such, DAS respondents were queried about their sleeping patterns, employment, neighborhood, and stress – to name only a few.

Results of the DAS and Durham Region census data were analyzed comparatively whenever possible. Comparative information was taken from Statistics Canada 2006 Community Profiles, specifically the Durham Region Health Unit profile used to depict Durham as a whole (Statistics Canada, 2006). Understanding that our sample from the DAS looks different from census data, we have also analyzed DAS data respectively. Information regarding demographics, employment, and our methodology is available on our website. If you wish to know more about this sample, we encourage you to visit the Centre for Evaluation and Survey Research (CESR) website at http://cesr.uoit.ca or contact the office directly at (905) 721-8668 X 6552.

General Health Characteristics

DAS participants were asked to comment on various aspects regarding their health. Specifically, questions related to their physical and mental wellbeing were rated on a 1 to 5 scale, with 1 being ‘poor’ and 5 being ‘excellent’. Participants were also given the opportunity to comment that they did not know the status of their personal health. The majority of respondents in this sample were female (65%, n=249) when compared to males (35%, n=135). This should be kept in mind, as these results may be reflecting a gender bias found in the sample; specifically the health of women. In general, 39.4 percent of DAS respondents noted their physical health as ‘good’ and 32 percent indicated it as ‘very good’. The most common response for female DAS participants (36.1%) was that their physical health was ‘good’. By the same token, male
respondents’ most common response (33.3%) was that their health was ‘very good’. Female respondents were more likely to indicate that their physical health was ‘excellent’ than their male counterparts (Female_DAS: 18.9%; Male_DAS: 11.9%). Table 1 below describes the physical health of the DAS respondent population.

**Table 1**

<table>
<thead>
<tr>
<th>Physical Health Characteristics (Female &amp; Male) as Percentage of Total Responses to Question: “On a scale from 1 to 5 (1 being poor and 5 being excellent), how would you estimate your physical health?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Similarly, respondents were asked to comment on their mental health. Participants were asked to rate on a 1 to 5 scale, with 1 being ‘poor’ and 5 being ‘excellent’, the status of their mental health. In general, 32.9 percent of DAS participants noted their mental health to be ‘very good’. The second most common response was ‘good’ with 29.5 percent indicating this. Males were slightly more likely to note that their mental health was ‘very good’ (Female_DAS: 31.3%; Male_DAS: 35.8%). Overall, it appears that both male and female respondents share few differences in perceptions of perceived mental health. Table 2 below describes the mental health characteristics of female, male, and the total DAS population.

**Table 2**

<table>
<thead>
<tr>
<th>Mental Health Characteristics (Female &amp; Male) as Percentage of Total Responses to Question: “On a scale from 1 to 5 (1 being poor and 5 being excellent), how would you estimate your mental health?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

It is important to note that significantly more females responded to the DAS and therefore, results may not be representative of Durham Region’s overall population.\(^1\)

\(^1\) Please refer to the Demographics Report of the Durham Area Survey for generalization details.
Sleep & Health

Sleep and health are often correlated when determining positive indicators of wellbeing or ‘quality of life’. Insufficient amounts of sleep can be linked to medical conditions, such as: obesity, diabetes, hypertension, common colds, and decreased immune function (Cappuccio, Miller & Lockley, 2010). DAS respondents were asked several questions regarding their sleep patterns; particularly related to their average sleep time and the quality of their times of rest. Participants were asked to indicate how many hours of sleep they achieve each night; this question had a range of options from ‘less than 3 hours’ to ’10 or more hours’ per night. When presented with this question, 72.1 percent ($n=279$) of participants indicated sleeping approximately 6-8 hours. The next most common response was 3-6 hours (19.1 percent; $n=74$). Table 3 below indicates the average amount of time slept by females, males, and the total DAS population. No respondents indicated sleeping less than 3 hours a night.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>3-6 hours</th>
<th>6-8 hours</th>
<th>8-10 hours</th>
<th>10+ hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>19.1</td>
<td>70.9</td>
<td>9.6</td>
<td>0.4</td>
<td>100</td>
</tr>
<tr>
<td>Males</td>
<td>19.3</td>
<td>74.1</td>
<td>6.7</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>19.2</td>
<td>72.0</td>
<td>8.5</td>
<td>0.3</td>
<td>100</td>
</tr>
</tbody>
</table>

DAS data was recoded to reflect 3-6 hours of sleep achieved each night and six or more hours achieved each night. Participants that indicated sleeping more than six hours each night were more likely to indicate having ‘excellent’ health (19.0%) than those who sleep less than six hours (5.4%). Individuals who are more likely to sleep less than six hours a night were more likely to indicate their physical health as ‘fair’ (23.0%) than those who sleep more than six hours (10.6%). These findings suggest that DAS respondents who sleep six to eight hours each night may be more likely to have a positive perception of their physical health.

Table 4

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
<th>Don’t Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6 hours</td>
<td>6.8</td>
<td>23.0</td>
<td>39.2</td>
<td>24.3</td>
<td>5.4</td>
<td>1.4</td>
<td>100</td>
</tr>
<tr>
<td>6+ hours</td>
<td>2.6</td>
<td>10.6</td>
<td>34.1</td>
<td>33.8</td>
<td>19.0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>3.4</td>
<td>13.0</td>
<td>35.1</td>
<td>31.9</td>
<td>16.4</td>
<td>0.3</td>
<td>100</td>
</tr>
</tbody>
</table>
Similarly, DAS respondents were asked questions regarding their mental health. Our findings suggest that individuals who sleep less than six hours (12.2%) are more likely than those who sleep more than 6 hours (1.6%) to indicate having ‘poor’ mental health. Likewise, individuals who sleep more hours each night more often note having ‘excellent’ mental health (25.5%). Table 5 below describes these findings.

<table>
<thead>
<tr>
<th>Hours of Sleep Achieved and Perceived Mental Health of DAS Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>3-6 hours           12.2</td>
</tr>
<tr>
<td>6+ hours            1.6</td>
</tr>
<tr>
<td>Total               3.6</td>
</tr>
</tbody>
</table>

Participants were also asked to comment on whether or not they have difficulty falling asleep or staying asleep. This question was given a ‘yes’ or ‘no’ response option; 63.4 percent of DAS respondents indicated that they did not have trouble falling asleep, with the remaining 36.6 percent having trouble. Of the participants that indicated sleeping less than six hours, 76.1 percent of those individuals, approximately 3 out of 4, indicated having difficulty staying asleep or falling asleep.

<table>
<thead>
<tr>
<th>Responses to Question: “Do you regularly have trouble falling asleep or staying asleep” (as row total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>3-6 hours                                      76.1</td>
</tr>
<tr>
<td>6+ hours                                       27.7</td>
</tr>
<tr>
<td>Total                                          36.6</td>
</tr>
</tbody>
</table>

Participants were then asked if they tend to cut back on sleep if they felt they needed more time during the day to accomplish life tasks. Individuals that said ‘yes’ they do cut back on sleep were more likely to sleep three to six hours (74.0%). Similarly, those that said they would not cut back on sleep if they needed more time were more likely to sleep six or more hours (29.3%) than those who sleep less (12.3%). Table 7 below describes the DAS population.
Conclusion

In sum, it seems that Durham residents have a strong sense of their own perceived physical and mental health. The findings suggest that DAS respondents believe their personal health to be ‘good’ or ‘very good’. Moreover, female DAS respondents were more likely than their male counterparts to indicate that they had excellent physical health. Further, our findings suggest on a general scale that there are very few differences between the male and female population in terms of responding about their mental health. Our data suggests that female respondents are more likely than males to sleep longer. It is important to note that this data represents a small portion of the questions asked in the DAS. If you have any questions regarding the data presented in this report or have any additional questions about this project please visit www.cesr.uoit.ca or contact the CESR office at 905.721.8668 X 6552.

References


Report Three: Employment Experiences

DURHAM AREA SURVEY

EMPLOYMENT AND WORK RELATED EXPERIENCES

February, 2012

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Work and Employment Experiences

As part of the themed portion of the Durham Area Survey (DAS), respondents were queried about their work experiences. More specifically, participants were asked a series of questions regarding their employment, commuting times, transportation and level of convenience. Results were analyzed with a specific focus on gender. As part of this focus, a review of relevant literature is important to draw attention to the differences in work experience concerning males and females.

Despite the increase in female workforce participation in the last 25 years, there remains a significant gap in power distribution and the allocation of leadership roles in the workplace (Ragins & Winkel, 2011). Research shows that much interest has been placed on documenting gender earnings gaps and bias in workplace evaluations while also examining the influence of emotions and power over gender roles (Maniam et al., 2009; Ragins & Winkel, 2011). Throughout history women have often been regarded as caretakers and have taken up female-dominated professions, such as teaching and nursing (Maniam et al., 2009). When entering into non-traditional forms of employment (policing, doctors, lawyers) females have faced considerable barriers, these challenges include: underrepresentation, discrimination, and gender bias. In general, “Women are less likely to hold upper-management positions even when they possess the equivalent level of education and occupational experience as their male counterparts” (Maniam et al., 2009, p. 161-162). This difference can largely be accounted for by gender stereotypes. Gender role stereotypes hold, without justification, that females are considered to be less competent than their male counterparts and therefore hold less influential positions in the workplace (Ragins & Winkel, 2011). Not surprisingly, these stereotypes have extremely detrimental consequences and account for the dissimilarity of experiences between males and females.

When reading this report on the work experiences of Durham Region residents, the reader should be aware that this survey did have significantly higher female response rate (65%) when compared to males (35%) and some results may reflect a gendered bias in responses, depending on the questions asked. If you wish to know more about this sample, we encourage you to visit the Centre for Evaluation and Survey Research (CESR) website at [http://cesr.uoit.ca](http://cesr.uoit.ca) or contact the office directly at (905) 721-8668 X 6552.

Employment Status

DAS participants were asked to comment on their employment status. Approximately 85.5 percent (n=361) of participants indicated being employed on some level and 78.4 percent (n=286) specified this employment to be on a full-time basis. Approximately 63.3 percent (n=267) of respondents that answered this question were female, 89.1 percent (n=238) of which
indicated being employed. Further, 77.6 percent ($n=187$) of the females who responded to this question indicated this to be full-time employment. Conversely, 35.4 percent ($n=153$) of the respondents who answered this question were male. Approximately 79.1 percent ($n=121$) of males indicated having employment, 79.5 percent ($n=97$) of which held full-time work. Overall, female respondents of the DAS were more likely to work, but slightly less likely to hold full-time employment compared to their male counterparts. The variance between males and females may be accounted for when considering the disproportionate number of females to males that responded to the DAS. Since more females participated in the DAS than males it is possible that results may be skewed and overrepresented in the work force. Table 1 below describes the employment status of DAS respondents by gender and as a total.

Table 1

Employment Status of DAS Respondents (Percentage)

<table>
<thead>
<tr>
<th></th>
<th>Employed (Yes) (%)*</th>
<th>Employed (No) (%)*</th>
<th>Full-time Employment (%)*</th>
<th>Part-time Employment (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>89.1</td>
<td>10.9</td>
<td>77.6</td>
<td>22.4</td>
</tr>
<tr>
<td>Males</td>
<td>79.1</td>
<td>20.9</td>
<td>79.5</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>85.5</td>
<td>14.5</td>
<td>78.4</td>
<td>21.6</td>
</tr>
</tbody>
</table>

*Respondents that have indicated “Not Applicable” for employment status have been recoded as missing.

Table 2

Response to Question: “Are you currently a student?” (as percentage of total)

<table>
<thead>
<tr>
<th></th>
<th>Student (Yes) (%)*</th>
<th>Student (No) (%)*</th>
<th>Full-time Student (%)*</th>
<th>Part-time Student (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>31.3</td>
<td>68.7</td>
<td>72.9</td>
<td>27.1</td>
</tr>
<tr>
<td>Males</td>
<td>41.3</td>
<td>58.7</td>
<td>87.3</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>35</td>
<td>79.2</td>
<td>20.8</td>
</tr>
</tbody>
</table>

*Full-time and part-time student totals were taken from valid percentages. Not applicable was recoded to as system missing.

Student Status

Approximately 35 percent ($n=151$) of DAS respondents indicated being a student. Of the 35 percent that indicated being a student, 79.2 percent of those participants indicated attending school on a full-time basis. Female DAS respondents indicated being less likely to currently attend school than males ($n_{Female} = 68.7\%$, $n_{Male} = 58.7\%$). Of the 31.3 percent of females that indicated being presently enrolled in a school, 72.9 percent attended on a full-time basis. Interestingly, male DAS respondents were more likely to attend school on a full-time basis than
females (41.3 percent indicated attending school; 87.3 percent indicated on a full-time basis).

Table 2 below indicates the student status of DAS respondents separated by gender and as a total

**Number of Hours Worked**

DAS respondents were asked to indicate how many hours each week they spent working for their employers. Participants were asked to choose from a scaled set of options ranging from not applicable to 60 or more hours worked each week. Of the 386 participants that answered this question, the majority of respondents who are employed work 30 to 40 hours each week (46.7%). Table 3 below depicts the differences in hours worked between males and females. Data indicates that males (34.8%) are more likely than females (27.9%) to work 40 or more hours, but less likely to work 30 to 40 hours ($n_{Female} = 49.8\%, n_{Male} = 40.9\%$).

**Table 3**

*Response to Question: “How many hours do you spend working for your employer on an average week?” (as row total)*

<table>
<thead>
<tr>
<th></th>
<th>Less than 30 hours</th>
<th>30 to 40 hours</th>
<th>40 or more hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td>22.3</td>
<td>49.8</td>
<td>27.9</td>
<td>100</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>24.2</td>
<td>40.9</td>
<td>34.8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23.0</td>
<td>46.7</td>
<td>30.3</td>
<td>100</td>
</tr>
</tbody>
</table>

**Transportation**

As part of the work experiences section of the DAS, respondents were queried about their most commonly used methods of transportation. Modes of transportation range from walking to traveling in a car (as driver or passenger) to public transit. As part of the 2006 census, Durham Region residents were asked to indicate what mode of transportation was most generally used to travel to and from work. Approximately 77.9 percent ($n=213,995$) of census respondents indicated using a car, truck, or van as a driver. Similarly, DAS respondents (65.9%) indicated being the primary driver of a car, truck or van as a driver. When compared to larger geographic areas, such as Ontario (71%), DAS respondents were less only slightly likely to be the primary driver of a vehicle to work but remained extremely similar to census data.

Interestingly, only 12.2 percent ($n=48$) of DAS participants indicated using public transportation (e.g. bus, streetcar, subway, light-rail transit, commuter train, ferry) as their primary means of getting to work. Further, DAS participants more frequently (30.5 percent) specified that using public transit to get to work was ‘very inconvenient’ and 56.5 percent ($n=225$) said that they had never used public transit at any point to travel to their current
workplace or school. Compared the census data, however, DAS respondents were more likely to use public transit than Durham Region residents in the 2006 census ($n_{DAS} = 12.2\%, n_{CEN} = 9.1\%)$.

Female respondents of the DAS were more likely than males to be the primary driver of a car, truck or van ($n_{Female} = 69.8\%, n_{Male} = 59\%)$. Accordingly, more males indicated using public transportation as a primary means of getting to and from work ($n_{Female} = 9.9\%, n_{Male} = 16.5\%)$. When males were asked whether they have ever used public transportation to get from current workplace or school, 44.9 indicated yes, 49.3 percent indicated no and the remaining 5.8 percent said they sometimes used public transit. Females (60.5%) were more likely to indicate that they have not used public transportation to arrive or leave school or work. Table 4 below describes the modes of transportation used by DAS respondents and the census population of Durham Region. Raw numbers have been converted into percentages for census data.

<table>
<thead>
<tr>
<th>Response to Question: “Last week, what form of transportation did you use to get to work most often?” (comparing DAS and census)</th>
<th>DAS (%)</th>
<th>Census (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car, truck, van, as driver</td>
<td>71.5</td>
<td>77.9</td>
</tr>
<tr>
<td>Car, truck, van, as passenger</td>
<td>7.7</td>
<td>8.6</td>
</tr>
<tr>
<td>Public transit</td>
<td>13.3</td>
<td>9.1</td>
</tr>
<tr>
<td>Walked or bicycled</td>
<td>7.5</td>
<td>3.7</td>
</tr>
<tr>
<td>All other modes</td>
<td>0</td>
<td>0.7</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Commut e Characteristics**

Participants were then asked to comment on characteristics of their commute. That is, the travel between one’s home and place of work. Respondents were asked questions largely pertaining to times: length of time, satisfaction with commute, amount of stress from commute. On a regular day the majority of people responding to this survey (61.1%) reported that their commuting length was less than 30 minutes. Participants were also asked questions related to their experiences with traffic congestion. By definition, traffic congestion is a road condition that results in slower speeds, longer trips, and has the potential for eliciting emotional distress. When respondents were asked to comment on their weekly involvement with traffic congestion, 43 percent ($n=169$) of respondents indicated having never experienced any form of traffic congestion and 25.7 percent ($n=101$) said this happened only one or two days a week.

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2 For more details about the types of questions asked in the DAS, please refer to our questionnaire guide at [http://cesr.uoit.ca](http://cesr.uoit.ca)
When respondents were asked to comment on how satisfied they were with the amount of time it took to get from school to work in the last week, 31.2 percent (n=123) indicated that they were very satisfied with the time it took and 37.1 percent (n=146) noted being satisfied. Further, when asked to indicate whether their commute causes an undue amount of stress in their personal lives, 43.6 percent (n=173) indicated ‘never’ and 36.8 percent (n=146) said only ‘sometimes’. Overall this suggests that Durham residents are generally satisfied with their commute to work or school.

Vacation Time

As part of employment standards, employees have a right to vacation pay and/or vacation time. As part of the DAS, respondents were asked to comment on their vacation time. Among these questions, DAS participants were asked to comment on whether they were allotted vacation time and if they were how many weeks and how likely they were to take all of this time off. When asked whether the respondent was allotted vacation time, 64.2 percent (n=251) of the DAS sample indicated receiving vacation time. Of those respondents, approximately 1 in 4 said that they were given three weeks of time off. During the last calendar year, 41.1 percent (n=160) of respondents said that they took all of their allotted vacation time. There were no significant differences between males and females.

Conclusion

By understanding work related aspects of Durham Region, residents and community members alike can be informed of some of the positive and recommended areas of improvement. The DAS sought to analyze work as it compares to hours, time and personal health associated with stress and life satisfaction. It is important to note that this data represents a small portion of the questions asked in the DAS. If you have any questions regarding the data presented in this report or have any additional questions about this project please visit www.cesr.uoit.ca or contact the CESR office at 905.721.8668 X 6552.

References


Appendix A: Questionnaire
DEMOGRAPHICS: PERSONAL

The following questions will collect your current demographic information so we can better understand your personal situation.

1. Please indicate your gender:
   Please choose only one of the following:
   - Female
   - Male
   - Transgendered

2. Please indicate to which age group you belong:
   Please choose only one of the following:
   - 17 and under
   - 18-24
   - 25-34
   - 35-39
   - 40-44
   - 45-49
   - 50-54
   - 55-59
   - 60-64
   - 65 and over

3. Canadian culture recognizes the importance of diversity and how it shapes our lives. We would like to ask you some questions about your race and ethnicity/cultural origins. We would also like you to comment on how you feel about having these questions asked and offer suggestions on how we might do that.

   (a) What race do you MOST identify with?
   Please choose only one of the following:
   - White (Predominantly Northern European decent: For example - Irish, German, English, Ukrainian, Dutch, French, Swedish, Romanian, Polish etc...)
   - African (Predominantly from African decent: For example - Nigerian, Somali, West African, South African, Angolan, Libyan, Egyptian etc...)
   - Asian (Predominantly from Asian or South Asian decent: For example - Japanese, Chinese, Filipino, Arab, Pakistani, Bengali, Aboriginal, Iranian, etc...)
   - Other (please specify)

   (b) Are you an Aboriginal person, that is, North American Indian, Metis or Inuit (Eskimo)?
   Please choose only one of the following:
   - Yes, North American Indian
   - Yes, Metis
   - Yes, Inuit (Eskimo)
   - No, I do not consider myself as part of these groups
Other (please specify)

(c) Understanding that race is different from cultural or ethnic identity, we would like to know more about how you identify yourself to others culturally and/or ethnically. When you describe yourself to others, do you describe yourself with the word “Canadian” in some way (for example: Canadian, African-Canadian, Korean-Canadian, Indian-Canadian, Irish-Canadian, and so on).

Please choose only one of the following:
- Yes
- No
- Sometimes

(d) To what ethnic or cultural group do you most identify with? (Polish, Kenyan, Canadian, Chinese, Japanese, Korean, Irish, Scottish, Finnish, Malaysian, Tanzanian, Australian, Aboriginal, French, English, Israeli, Indian, Pakistani, Ukrainian, Fijian etc...)

Please write your answer here:

(e) As you can imagine asking questions about race and ethnicity is difficult. We would like to know about how you feel about being asked about race or cultural identity.

Please write your answer here:

(f) Is there a way we could ask you about these issues that would ensure a positive response from you? We would very much like to hear from you on this very important issue.

Please write your answer here:

4. Please indicate your sexual orientation:

Please choose only one of the following:
- Heterosexual
5. Please indicate your marital status:
Please choose only one of the following:
- Married (by marriage, civil union, etc.)
- Living Common-Law
- Widowed
- Separated
- Divorced
- Single

6. Please indicate to which geographic location you belong to:
Please choose only one of the following:
- Oshawa
- Whitby
- Ajax
- Pickering
- Brock
- Clarington
- Uxbridge
- Other (please specify)

7. What are the first three letters and numbers of your postal code:
Please write your answer here:

8. What, if any, is your religion?:
Please choose only one of the following:
- No religion (Agnostic, Atheist)
- Roman Catholic
- Ukrainian Catholic
- United Church
- Anglican (Church of England, Episcopalian)
- Baptist
- Lutheran
- Pentecostal
- Presbyterian
- Mennonite
- Jehovah's Witness
- Greek Orthodox
- Jewish
- Islam (Muslim)
9. Please indicate the political affiliation you MOST identify yourself with (if any):
Please choose only one of the following:
- Conservative
- Liberal
- Green Party
- NDP
- Varies depending on many factors
- I do not consider myself to be affiliated with any political group
- Other (please specify)

DEMOGRAPHICS: EDUCATION

Now we would like to ask you a question regarding your educational attainment.

10. What is the highest level of education that you have attained?
Please choose only one of the following:
- No schooling
- Completed up to grade eight
- Some high school
- Completed high school (high school diploma)
- Some college or university
- Completed college certificate or university degree (Bachelors degree, certificate program, etc.)
- Some graduate school
- Completed graduate degree (Masters, teachers certificate, etc.)
- Some post graduate education
- Completed post graduate degree (Doctorate, etc.)
- Other (please specify)

DEMOGRAPHICS: EMPLOYMENT & SCHOOL

11. Are you currently employed?
Please choose only one of the following:
- Yes
- No
12. If yes, is this full or part-time employment?  
Please choose only one of the following:  
- Full-time  
- Part-time  
- Not applicable

13. Are you currently a student?  
Please choose only one of the following:  
- Yes  
- No

14. If yes, are you a full or part-time student?  
Please choose only one of the following:  
- Full-time  
- Part-time  
- Not applicable

DEMOGRAPHICS: INCOME

Now we would like to ask you a series of questions pertaining to your personal and household income.

Personal income as defined by Statistics Canada refers to the total income received from all sources during the calendar year of 2010 by persons 15 years of age and over. Household income refers to the total income received from all sources during the calendar year of 2010 by all members of the census family residing within that household 15 years of age and over.

15. What is your best estimate of your total PERSONAL income before taxes and deductions, from all sources during the year ending December 31, 2010?  
Please choose only one of the following:  
- Income loss  
- No income  
- Less than $5,000  
- $5,000, or more but less than $9,999  
- $10,000, or more but less than $14,999  
- $15,000, or more but less than $19,999  
- $20,000, or more but less than $29,999  
- $30,000, or more but less than $39,999  
- $40,000, or more but less than $49,999  
- $50,000, or more but less than $59,999  
- $60,000, or more but less than $79,999  
- $80,000, or more but less than $99,999  
- $100,000 and over
16. Can you estimate in which of the following groups your HOUSEHOLD income falls? Was your total HOUSEHOLD income during the year ending December 31, 2010...

Please choose only one of the following:
- Income loss
- No income
- Less than $5,000
- $5,000, or more but less than $9,999
- $10,000, or more but less than $14,999
- $15,000, or more but less than $19,999
- $20,000, or more but less than $29,999
- $30,000, or more but less than $39,999
- $40,000, or more but less than $49,999
- $50,000, or more but less than $59,999
- $60,000, or more but less than $79,999
- $80,000, or more but less than $99,999
- $100,000 and over
- Don't know

**DEMOGRAPHICS: DEPENDENTS**

*The following questions concern your dependents, if applicable.*

*A dependent is defined as persons who are financially supported by another. This class includes persons who are blood, step-, adopted or legal guardians of children, grandchildren in households where there are no parents present and those who rely on another for economic support (spouses - legally married, domestic or common law partners, relatives). Other dependents include the elderly or persons with disabilities being cared for under the financial support of another.*

17. **Do you have any dependents?:**
Please choose only one of the following:
- Yes
- No

18. **The following questions will ask you how many dependents you support. If you do not have any dependents, please answer "Not applicable".**

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 or more</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more
- Not applicable
dependents, how many do you have?
How many of your dependents are under the age of 18?
How many of your dependents are over the age of 65?

19. Are one of these dependents your spouse, common law or domestic partner?
Please choose only one of the following:
○ Yes
○ No
○ Not applicable

RESPONDENT COMMENT #1

20. Do you have any comments or suggestions about the survey thus far?
(e.g. suggestions to improve, remove or add questions)
Please write your answer here:

|  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 or more | Not applicable |

DWELLING

The following questions will be asked to understand your current living situation.

21. In what type of dwelling are you now living? Is it a:
Please choose only one of the following:
○ Single detached house
○ Semi-detached or double
○ Garden home, town-house or row house
○ Duplex
○ Low-rise apartment
○ High-rise apartment
22. **Is this dwelling:**
Please choose only one of the following:
- Owned by you or a member of your household
- Rented by you or a member of your household
- Leased by you or a member of your household
- Not applicable
- Other arrangement (please specify)

23. **How long have you lived in this dwelling?**
Please choose only one of the following:
- Less than 6 months
- 6 months to less than 1 year
- 1 year to less than 3 years
- 3 years to less than 5 years
- 5 years to less than 10 years
- 10 years and over
- Don't know
- Not applicable

24. **How long have you lived in Durham Region?**
Please choose only one of the following:
- Less than 6 months
- 6 months to less than 1 year
- 1 year or less than 3 years
- 3 years to less than 5 years
- 5 years to less than 10 years
- 10 years and over
- Don't know
- Not applicable

25. **Would you say that you know most, many, a few or none of the people in your neighbourhood?**
Please choose only one of the following:
- Most of the people in your neighbourhood
- Many of the people in your neighbourhood
- A few of the people in your neighbourhood
- None of the people in your neighbourhood
- Don't know
- Not applicable

26. **Would you say this neighbourhood is a place where neighbours help each other?**
Please choose only one of the following:
COMMUTE TO WORK/SCHOOL

Understanding the time it takes when commuting to work, school or any other destination on a regular basis is important when assessing time-use and time-related stress. The following questions will assess how you feel about your daily commute.

27. Last week, what form of transportation did you use to get to work most often?
   Please choose only one of the following:
   - Car, truck or van (as driver)
   - Car, truck or van (as passenger)
   - Public transit (e.g. bus, streetcar, subway, light-rail transit, commuter train, ferry)
   - Walk
   - Bicycle
   - Motorcycle
   - Taxi cab
   - Works or attends school at home
   - Not applicable
   - Other (please specify)

28. On a usual day last week, how long did it take to go one way from home to work/school?
   Please choose only one of the following:
   - Less than 30 minutes
   - 30 minutes, but less than an hour
   - 1 hour, but less than 1.5 hours
   - 1.5 hours, but less than 2 hours
   - 2 hours, but less than 3 hours
   - 3 or more hours
   - Not applicable

29. Have you ever used public transit to travel to your current workplace/school?
   Please choose only one of the following:
   - Yes
   - No
   - Not applicable

30. In general, how would you rate the level of convenience of traveling to work/school by public transit?
   Please choose only one of the following:
   - Very convenient
31. Last week, how often did you experience traffic congestion during your commute to work/school?

(Traffic congestion: traffic jams, start-stop conditions or moving at less than 20 kilometres an hour)
Please choose only one of the following:
- Everyday
- Three or four days
- One or two days
- Never
- Don't know
- Not applicable

32. Overall, how satisfied are you with the amount of time it took you to get to work/school last week?
Please choose only one of the following:
- Very dissatisfied with the time it took
- Dissatisfied
- Satisfied
- Very satisfied with the time it took
- Don't know
- Not applicable

33. In general, do you believe that your commute causes you an undue amount of stress in your life?
Please choose only one of the following:
- Never
- Sometimes
- Often
- Always
- Not applicable

VACATION

The following questions will ask you about your vacation time at your place of employment.

If you are unemployed, in school or do not receive vacation days at your place of employment, please select "not applicable" for the following questions.
34. Currently, are you allotted vacation time at your place of employment?  
Please choose only one of the following:
- Yes
- No
- Not employed
- Don't know
- Not applicable

35. If you receive vacation time, how many weeks are you allocated each year?  
Please choose only one of the following:
- 1 week
- 2 weeks
- 3 weeks
- 4 weeks
- 5 weeks
- 6 or more weeks
- I do not receive vacation time
- Unemployed
- Don't know
- Not applicable

36. In the last calendar year, did you take all of your vacation time?  
Please choose only one of the following:
- Yes
- No
- Don't know
- Not applicable

TIME USAGE

The following set of questions deal with how you use your time throughout the day.  
Please answer the following questions about your personal time usage.

37. How often do you feel rushed? Would you say it is:  
Please choose only one of the following:
- Everyday
- A few times a week
- About once a month
- Less than once a month
- Never
- Don't know

38. The following questions will ask about your use of time.  
Please choose the appropriate response for each item:
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you need more time do you tend to cut back on your sleep?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you worry that you don't spend enough time with your family or friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel that you're constantly under stress trying to accomplish more than you can handle?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel trapped in daily routine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel under stress when you don't have enough time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to spend more time alone?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do you plan to slow down in the coming year?</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Do you consider yourself to be a workaholic?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

39. **On average, about how many hours do you spend working for your employer in an average week?**

Please choose only one of the following:
- [ ] Not applicable
- [ ] Less than 10 hours per week
- [ ] 10 hours but less than 20
- [ ] 20 hours but less than 30
40. On a scale from 1 to 6, 1 being "No stress" and 6 being "Extremely stressed", please rate the following question.
Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: No stress</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6: Extremely stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How much stress do you feel on a daily basis?

RESPONDENT COMMENT #2

41. Thinking about the survey thus far, is there any comments or concerns you have. Are there any questions you feel are important? Are there questions we have not added here that you think we should ask Durham Region residents?
Please write your answer here:

LIFE SATISFACTION

We are interested in understanding how satisfied you are with your current situation and life in general. The following questions about life satisfaction will be asked to better understand your current situation.

42. Using a scale of 1 to 6 where 1 means "Very dissatisfied" and 6 means "Very satisfied", please rate the following question.
Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: Very dissatisfied</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6: Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How do you feel about your life as a whole right now?

<table>
<thead>
<tr>
<th>1: Very dissatisfied</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6: Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

43. Now we would like to ask you about your life in general. Below are five statements you may agree or disagree with. On a scale from 1 to 6, 1 being "Strongly disagree" and 6 being "Strongly agree", please indicate your agreement with each item. Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: Strongly disagree</th>
<th>2: Disagree</th>
<th>3: Slightly disagree</th>
<th>4: Slightly agree</th>
<th>5: Agree</th>
<th>6: Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

In most ways, my life is close to ideal.
The conditions of my life are excellent.
I am satisfied with my life.
So far, I have gotten the important things I want in life.
If I could live my life over, I could change almost nothing.

**SELF-RATED HEALTH**

*Our quality of life depends very much on our health and wellness. The following questions will be asked to better understand how you feel your current health situation is.*

44. The question below is rated on a scale of 1 to 5, with 1 being "Poor" and 5 being "Excellent". Please rate each question accordingly based on your current day-to-day health. Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: Poor</th>
<th>2: Fair</th>
<th>3: Good</th>
<th>4: Very good</th>
<th>5: Excellent</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>
In general, would you say your physical health is:  
- Poor  
- Fair  
- Good  
- Very Good  
- Excellent  
- Don't know

In general, would you say your mental health is:  
- Poor  
- Fair  
- Good  
- Very Good  
- Excellent  
- Don't know

The following questions will ask you about your regular sleep patterns.

45. Do you regularly have trouble falling asleep or staying asleep?  
Please choose only one of the following:  
- Yes  
- No

46. On average, how many hours of sleep do you achieve each night?  
Please choose only one of the following:  
- Less than 3 hours  
- 3-6 hours  
- 6-8 hours  
- 8-10 hours  
- 10 + hours

TRUST

Now we would like to ask you a few questions about trust.

47. In general, would you say that you have difficulty trusting others?  
Please choose only one of the following:  
- Yes  
- No

48. In general, please rate your level of trust, where 1 is "Not trusting" and 6 is "Very trusting", in your neighbours and/or local community:  
Please choose the appropriate response for each item:  
- Not trusting  
- 2  
- 3  
- 4  
- 5  
- Very trusting

49. The following questions will ask you on a 1 to 6 scale, with 1 being "Strongly disagree" and 6 being "Strongly agree", the extent to which you agree or disagree with that statement.
Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: Strongly disagree</th>
<th>2: Disagree</th>
<th>3: Slightly disagree</th>
<th>4: Slightly agree</th>
<th>5: Agree</th>
<th>6: Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people can be counted on to do what they say they will do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tend to trust people, even those who I have just met for the first time or have known for short periods of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unless you remain alert, someone will take advantage of you.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people lie if they could gain something by it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people tend to act more honest than they truly are.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that most people are generally trustworthy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAFETY

50. On a scale of 1 to 6, with 1 being "Not safe at all" and 6 being "Very safe", the following questions will ask you about your level of comfort and safety in your immediate neighbourhood and surroundings.

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>1: Not safe at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6: Very safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>How safe do you feel alone at home during the DAY?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How safe do you feel alone at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1: Not safe at all  2  3  4  5  6: Very safe

How safe do you feel walking in your neighbourhood during the DAY?

How safe do you feel walking in your neighbourhood during at NIGHT?

How safe do you feel at a transit stop during the DAY?

How safe do you feel at a transit stop at NIGHT?

51. Do you feel crime is a problem in your immediate neighbourhood?
Please choose only one of the following:
- Yes
- No
- Sometimes

OPTIMISM

Now, thinking about the challenges you face on a daily basis, we would like to know more about how you feel about those challenges.

52. On a scale of 1 to 6, with 1 being "Strongly disagree" and 6 being "Strongly agree", please rate how much you agree or disagree with the following statements.
Please choose the appropriate response for each item:

For each problem I will find a solution.
In difficult situations I will

1: Strongly disagree  2: Disagree  3: Slightly disagree  4: Slightly agree  5: Agree  6: Strongly agree
find a way. No task is too difficult for me. I master difficult problems. There is no task which is too demeaning for me. I even master new tasks without problems. I welcome every new challenge. I can master difficulties. I have a lot of confidence in myself. I always find a solution to a problem.

<table>
<thead>
<tr>
<th></th>
<th>1: Strongly disagree</th>
<th>2: Disagree</th>
<th>3: Slightly disagree</th>
<th>4: Slightly agree</th>
<th>5: Agree</th>
<th>6: Strongly agree</th>
</tr>
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</table>

**RANKING**

53. After conducting research on similar surveys around the world, we notice there are other themes that are often explored. We have gathered a list below. Please rank order these themes with the most interesting being first, and least interesting being last. Just click on the item you think is the most interesting, and this will be noted in the first place column, and so on.

Please number each box in order of preference from 1 to 6

- [ ] How people spend vacation time
- [ ] More in depth issues of personal safety or victimization
- [ ] Health of Durham residents
- [ ] How Durham residents spend their leisure time
- [ ] More in depth issues around work/employment
54. *Is there an issue here that you think is important that is not on this list?*
Please write your answer here:

---

**RESPONDENT COMMENT #3**

55. *Thinking about this survey, are there items that you felt uncomfortable with or think that Durham Region respondents may deem irrelevant or unimportant? If so, what? Why?*
Please write your answer here:

---

56. *Now, reflecting on this survey, were there any items that you feel successfully captured the interests of Durham Region residents? If so, what? Why?*

---

57. *In this survey we looked at the Quality of Life of Durham Region residents. Is there something else you would like to see in this survey? Is there something we should take out?*
Please write your answer here:

---
Thank you for completing the Durham Area Study Pilot Test.

Your answers have been recorded and stored.

To visit the Center for Evaluation and Survey Research (CESR) website, please click "CESR" below.

CESR

If you would like to be considered as a regular survey participant for other survey research projects, Click Here to learn more.
Appendix B: Codebook
DURHAM AREA SURVEY (DAS) CODEBOOK

Variable Name: GENDERRECODE Question: 01

Q01 PLEASE INDICATE YOUR GENDER

1  Female
2  Male
3  Transgender
BLANK  SYSMIS

Variable Name: AGERECODE Question: 02

Q02 PLEASE INDICATE TO WHICH AGE GROUP YOU BELONG

1  17 and under
2  18-24
3  25-34
4  35-39
5  40-44
6  45-49
7  50-54
8  55-59
9  60-64
10  65 and over
BLANK  SYSMIS

Variable Name: ETHNIC1 Question: 03A

Q03A CANADIAN CULTURE RECOGNIZES THE IMPORTANCE OF DIVERSITY AND HOW IT SHAPES OUR LIVES. WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR RACE AND ETHNICITY/CULTURAL ORIGINS. WE WOULD ALSO LIKE YOU TO COMMENT ON HOW YOU FEEL ABOUT HAVING THESE QUESTIONS. WHAT RACE DO YOU MOST IDENTIFY WITH?

1  White (Predominantly Northern European decent: For example - Irish, German, English, Ukrainian, Dutch, French, Swedish)
2  African (Predominantly from African decent: For example - Nigerian, Somali, West African, South African, Angolan, Libyan)
3  Asian (Predominantly from Asian or South Asian decent: For example - Japanese, Chinese, Filipino, Arab, Pakistani, Bengali)
4  [Period] MISSING (Other selected)
BLANK NO ANSWER

Variable Name: ETHNIC1_other Question: [Other] 03A

Q03A [OTHER] CANADIAN CULTURE RECOGNIZES THE IMPORTANCE OF DIVERSITY AND HOW IT SHAPES OUR LIVES. WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR RACE AND ETHNICITY/CULTURAL ORIGINS. WE WOULD ALSO LIKE YOU TO COMMENT ON HOW YOU FEEL ABOUT HAVING THESE QUESTIONS.
OPEN ENDED

**Variable Name:** ABORIGINAL  
**Question:** 03B

Q03B  ARE YOU AN ABORIGINAL PERSON, THAT IS, NORTH AMERICAN INDIAN, METIS OR INUIT (ESKIMO).

1  Yes, North American Indian  
2  Yes, Métis  
3  Yes, Inuit (Eskimo)  
4  No, I do not consider myself as part of these groups.  
[Period]  MISSING (Other selected)  
BLANK  NO ANSWER

**Variable Name:** ABORIGINAL_other  
**Question:** [Other] 03B

Q03B [OTHER]  ARE YOU AN ABORIGINAL PERSON, THAT IS, NORTH AMERICAN INDIAN, METIS OR INUIT (ESKIMO).

OPEN ENDED

**Variable Name:** ETHNIC2  
**Question:** 03C

Q03C  UNDERSTANDING THAT RACE IS DIFFERENT FROM CULTURAL OR ETHNIC IDENTITY; WE WOULD LIKE TO KNOW MORE ABOUT HOW YOU IDENTIFY YOURSELF TO OTHERS CULTURALLY AND/OR ETHNICALLY. WHEN YOU DESCRIBE YOURSELF TO OTHERS, DO YOU DESCRIBE YOURSELF WITH THE WORD “CANADIAN” IN SOME WAY (FOR EXAMPLE: CANADIAN, AFRICAN-CANADIAN, KOREAN-CANADIAN...)

1  Yes  
2  No  
3  Sometimes  
BLANK  NO ANSWER

**Variable Name:** ETHNIC3  
**Question:** 03D

Q03D  TO WHAT ETHNIC OR CULTURAL GROUP DO YOU MOST IDENTIFY WITH (POLISH, KENYAN, CANADIAN, CHINESE, JAPANESE...)

OPEN ENDED

**Variable Name:** ETHNIC4  
**Question:** 03E

Q03E  AS YOU CAN IMAGINE ASKING QUESTIONS ABOUT RACE AND ETHNICITY IS DIFFICULT. WE WOULD LIKE TO KNOW ABOUT HOW YOU FEEL ABOUT BEING ASKED ABOUT RACE OR CULTURAL IDENTITY

OPEN ENDED
Variable Name: ETHNIC5

Q03F  IS THERE A WAY WE COULD ASK YOU ABOUT THESE ISSUES THAT WOULD ENSURE A POSITIVE RESPONSE FROM YOU?  WE WOULD VERY MUCH LIKE TO HEAR FROM YOU ON THIS VERY IMPORTANT ISSUE.

OPEN ENDED

Variable Name: SEXU

Q04  PLEASE INDICATE YOUR SEXUAL ORIENTATION

1  Heterosexual
2  Homosexual
3  Bi-sexual
4  Undecided
. [Period]  MISSING (Other selected)
BLANK NO ANSWER

Variable Name: SEXU_other

Q04 [OTHER]  PLEASE INDICATE YOUR SEXUAL ORIENTATION

OPEN ENDED

Variable Name: MARITAL

Q05  PLEASE INDICATE YOUR MARITAL STATUS

1  Married (by marriage, civil union, etc.)
2  Living Common-Law
3  Widowed
4  Separated
5  Divorced
6  Single
BLANK NO ANSWER

Variable Name: LOCATION

Q06  PLEASE INDICATE TO WHICH GEOGRAPHIC LOCATION YOU BELONG TO

1  Oshawa
2  Whitby
3  Ajax
4  Pickering
5  Brock
6  Clarington
7  Uxbridge
. [Period]  MISSING (Other selected)
BLANK NO ANSWER

Variable Name: LOCATION_other

Q06 [OTHER]  PLEASE INDICATE TO WHICH GEOGRAPHIC LOCATION YOU BELONG TO

OPEN ENDED
Q06 [OTHER] PLEASE INDICATE TO WHICH GEOGRAPHIC LOCATION YOU BELONG TO

OPEN ENDED

<table>
<thead>
<tr>
<th>Variable Name: POSTAL</th>
<th>Question: 07</th>
</tr>
</thead>
</table>

Q07 WHAT IS THE FIRST THREE LETTERS AND NUMBERS OF YOUR POSTAL CODE

OPEN ENDED

<table>
<thead>
<tr>
<th>Variable Name: RELIG</th>
<th>Question: 08</th>
</tr>
</thead>
</table>

Q08 WHAT, IF ANY, IS YOUR RELIGION

1. No religion (Agnostic, Atheist)
2. Roman Catholic
3. Ukrainian Catholic
4. United Church
5. Anglican (Church of England, Episcopalian)
6. Baptist
7. Lutheran
8. Pentecostal
9. Presbyterian
10. Mennonite
11. Jehovah’s Witness
12. Greek Orthodox
13. Jewish
14. Islam (Muslim)
15. Buddhist
16. Hindu
17. Sikh
18. Don’t know
19. I am spiritual, but do not consider myself affiliated with any organized belief system
   [Period] MISSING (Other selected)

BLANK NO ANSWER

<table>
<thead>
<tr>
<th>Variable Name: RELIG_other</th>
<th>Question: [Other] 08</th>
</tr>
</thead>
</table>

Q08 [OTHER] WHAT, IF ANY, IS YOUR RELIGION

OPEN ENDED

<table>
<thead>
<tr>
<th>Variable Name: POLITIC</th>
<th>Question: 09</th>
</tr>
</thead>
</table>

Q09 PLEASE INDICATE THE POLITICAL AFFILIATION YOU MOST IDENTIFY WITH

1. Conservative
2. Liberal
3. Green Party
4. NDP
5. Varies depending on many factors
6. I do not consider myself to be affiliated with any political group

1 Q08: Error in original code, should be labeled as 19 instead of 20.
<table>
<thead>
<tr>
<th>Variable Name:</th>
<th>POLITIC _other</th>
<th>Question:</th>
<th>[Other] 09</th>
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</thead>
<tbody>
<tr>
<td>Q09 [OTHER]</td>
<td>PLEASE INDICATE THE POLITICAL AFFILIATION YOU MOST IDENTIFY WITH OPEN ENDED</td>
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<table>
<thead>
<tr>
<th>Variable Name:</th>
<th>EDU</th>
<th>Question:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q10</td>
<td>WHAT IS THE HIGHEST LEVEL OF EDUCATION THAT YOU HAVE ATTAINED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Completed up to grade eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Completed high school (high school diploma)</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Some college or university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Completed college certificate or university degree (Bachelors degree, certificate program, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Some graduate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Completed graduate degree (Masters, teachers certificate, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Some post graduate education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Completed post graduate degree (Doctorate, etc.)</td>
<td></td>
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<tr>
<td>. [Period]</td>
<td>MISSING (Other selected)</td>
<td></td>
<td></td>
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<th>Question:</th>
<th>[Other] 10</th>
</tr>
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<tbody>
<tr>
<td>Q10 [OTHER]</td>
<td>WHAT IS THE HIGHEST LEVEL OF EDUCATION THAT YOU HAVE ATTAINED OPEN ENDED</td>
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<table>
<thead>
<tr>
<th>Variable Name:</th>
<th>EMPLOYED</th>
<th>Question:</th>
<th>11</th>
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</thead>
<tbody>
<tr>
<td>Q11</td>
<td>ARE YOU CURRENTLY EMPLOYED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLANK</td>
<td>NO ANSWER</td>
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<thead>
<tr>
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<th>YESEMPLOY</th>
<th>Question:</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Q12</td>
<td>IF YES, IS THIS FULL OR PART-TIME EMPLOYMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Not applicable</td>
<td></td>
<td></td>
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<tr>
<td>BLANK</td>
<td>NO ANSWER</td>
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<table>
<thead>
<tr>
<th>Variable Name:</th>
<th>STUDENT</th>
<th>Question:</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13</td>
<td>ARE YOU CURRENTLY A STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
<td>Notes</td>
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<tr>
<td>Q14</td>
<td>IF YES, ARE YOU A FULL OR PART-TIME STUDENT</td>
<td>1 Full-time, 2 Part-time, 3 Not applicable</td>
<td></td>
</tr>
<tr>
<td>Variable Name: YESSTUDENT</td>
<td></td>
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<tr>
<td>Q15</td>
<td>WHAT IS YOUR BEST ESTIMATE OF YOUR TOTAL PERSONAL INCOME BEFORE TAXES AND DEDUCTIONS, FROM ALL SOURCES DURING THE YEAR ENDING DECEMBER 31, 2010</td>
<td>1 Income loss, 2 No income, 3 Less than $5,000, 4 $5,000 or more but less than $9,999, 5 $10,000 or more but less than $14,999, 6 $15,000 or more but less than $19,999, 7 $20,000 or more but less than $29,999, 8 $30,000 or more but less than $39,999, 9 $40,000 or more but less than $49,999, 10 $50,000 or more but less than $59,999, 11 $60,000 or more but less than $79,999, 12 $80,000 or more but less than $99,999, 13 $100,000 and over</td>
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<tr>
<td>Variable Name: PERSINCOME</td>
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<tr>
<td>Q16</td>
<td>CAN YOU ESTIMATE IN WHICH OF THE FOLLOWING GROUPS YOUR HOUSEHOLD INCOME FALLS</td>
<td>1 Income loss, 2 No income, 3 Less than $5,000, 4 $5,000 or more but less than $9,999, 5 $10,000 or more but less than $14,999, 6 $15,000 or more but less than $19,999, 7 $20,000 or more but less than $29,999, 8 $30,000 or more but less than $39,999, 9 $40,000 or more but less than $49,999, 10 $50,000 or more but less than $59,999, 11 $60,000 or more but less than $79,999, 12 $80,000 or more but less than $99,999, 13 $100,000 and over</td>
<td></td>
</tr>
<tr>
<td>Variable Name: HOUSEINCOME</td>
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</tr>
</tbody>
</table>
Variable Name: **DEPEND**  Question:  17

Q17  DO YOU HAVE ANY DEPENDENTS

1  Yes
2  No
BLANK  NO ANSWER

Variable Name: **NUMBEROFDEPENDENTS**  Question:  18

Q18  THE FOLLOWING QUESTIONS WILL ASK YOU HOW MANY DEPENDENTS YOU SUPPORT. IF YOU DO NOT HAVE ANY DEPENDENTS, PLEASE ANSWER "NOT APPLICABLE"

Variable Name: **NUMBEROFDEPENDENTS_SQ001**

Q18A  IF YOU HAVE DEPENDENTS, HOW MANY DO YOU HAVE?

1  1
2  2
3  3
4  4
5  5
6  6 or more
7  Not applicable
BLANK  NO ANSWER

Variable Name: **NUMBEROFDEPENDENTS_SQ002**

Q18B  HOW MANY OF YOUR DEPENDENTS ARE UNDER THE AGE OF 18?

1  1
2  2
3  3
4  4
5  5
6  6 or more
7  Not applicable
BLANK  NO ANSWER

Variable Name: **NUMBEROFDEPENDENTS_SQ003**

Q18C  HOW MANY OF YOUR DEPENDENTS ARE OVER THE AGE OF 65?

1  1
2  2
3  3
4  4
5  5
6  6 or more
7  Not applicable
BLANK  NO ANSWER

Variable Name: **PARTNERDEP**  Question:  19
Q19 ARE ONE OF THESE DEPENDENTS YOUR SPOUSE, COMMON LAW OR DOMESTIC PARTNER

1  Yes
2  No
3  Not applicable
BLANK  NO ANSWER

Variable Name:  COM1  Question:  20

Q20 DO YOU HAVE ANY COMMENTS OR SUGGESTIONS ABOUT THE SURVEY THUS FAR
OPEN ENDED

Variable Name:  DWELL  Question:  21

Q21 IN WHAT TYPE OF DWELLING ARE YOU NOW LIVING

1  Single detached house
2  Semi-detached or double
3  Garden home, town-house or row house
4  Duplex
5  Low-rise apartment
6  High-rise apartment
7  Mobile home or trailer
8  I currently have no fixed address
. [Period]  MISSING (Other selected)
BLANK  NO ANSWER

Variable Name:  DWELL_other  Question:  [Other] 21

Q21 [OTHER] IN WHAT TYPE OF DWELLING ARE YOU NOW LIVING
OPEN ENDED

Variable Name:  OWNED  Question:  22

Q22 IS THIS DWELLING

1  Owned by you or a member of your household
2  Rented by you or a member of your household
3  Leased by you or a member of your household
5  Not applicable²
. [Period]  MISSING (Other selected)
BLANK  NO ANSWER

Variable Name:  OWNED_other  Question:  [Other] 22

Q22 [OTHER] IS THIS DWELLING
OPEN ENDED

² Q22: Error in original code, should be labeled as 4 not 5.
**Variable Name:** LONG  
**Question:** 23

**Q23** HOW LONG HAVE YOU LIVED AT THIS DWELLING

1. Less than 6 months
2. 6 months to less than 1 year
3. 1 year to less than 3 years
4. 3 years to less than 5 years
5. 5 years to less than 10 years
6. 10 years and over
7. Don’t know
8. Not applicable
BLANK NO ANSWER

---

**Variable Name:** LONGCOM  
**Question:** 24

**Q24** HOW LONG HAVE YOU LIVED IN DURHAM REGION

1. Less than 6 months
2. 6 months to less than 1 year
3. 1 year to less than 3 years
4. 3 years to less than 5 years
5. 5 years to less than 10 years
6. 10 years and over
7. Don’t know
8. Not applicable
BLANK NO ANSWER

---

**Variable Name:** KNOW  
**Question:** 25

**Q25** WOULD YOU SAY THAT YOU KNOW MOST, MANY, A FEW OR NONE OF THE PEOPLE IN YOUR NEIGHBORHOOD

1. Most of the people in your neighbourhood
2. Many of the people in your neighbourhood
3. A few of the people in your neighbourhood
4. None of the people in your neighbourhood
5. Don’t know
6. Not applicable
BLANK NO ANSWER

---

**Variable Name:** HELP  
**Question:** 26

**Q26** WOULD YOU SAY THIS NEIGHBORHOOD IS A PLACE WHERE NEIGHBORS HELP EACH OTHER?

1. Never
2. Sometimes
3. Often
4. Always
BLANK NO ANSWER

---

**Variable Name:** TRANSTOCOM  
**Question:** 27
Q27  LAST WEEK, WHAT FORM OF TRANSPORTATION DID YOU USE TO GET TO WORK MOST OFTEN

1  Car, truck or van (as driver)
2  Car, truck or van (as passenger)
3  Public transit (e.g. bus, streetcar, subway, light-rail transit, commuter train, ferry)
4  Always
5  Walk
6  Bicycle
7  Motorcycle
8  Taxi cab
9  Works or attends school at home
10  Not applicable
[Period]  MISSING (Other selected)
BLANK  NO ANSWER

Variable Name: **TRANSTOCOM** Question: 27

Q27 [OTHER] LAST WEEK, WHAT FORM OF TRANSPORTATION DID YOU USE TO GET TO WORK MOST OFTEN

OPEN ENDED

Variable Name: **TRANSTOCOM** Question: 28

Q28  ON A USUAL DAY LAST WEEK, HOW LONG DID IT TAKE TO GO ONE WAY FROM HOME TO WORK/SCHOOL

1  Less than 30 minutes
2  30 minutes, but less than an hour
3  1 hour, but less than 1.5 hours
4  1.5 hours, but less than 2 hours
5  2 hours, but less than 3 hours
6  3 or more hours
7  Not applicable
BLANK  NO ANSWER

Variable Name: **TRANSIT** Question: 29

Q29  HAVE YOU EVER USED PUBLIC TRANSIT TO TRAVEL TO YOUR CURRENT WORKPLACE/SCHOOL

1  Yes
2  No
3  Not applicable
BLANK  NO ANSWER

Variable Name: **CONVENIEN** Question: 30

Q30  IN GENERAL, HOW WOULD YOU RATE THE LEVEL OF CONVENIENCE OF TRAVELING TO WORK/SCHOOL BY PUBLIC TRANSIT

1  Very convenient
Variable Name: **CONGES**  
**Question:** 31

Q31  LAST WEEK HOW OFTEN DID YOU EXPERIENCE TRAFFIC CONGESTION DURING YOUR COMMUTE TO WORK/SCHOOL

1  Everyday  
2  Three or four days  
3  One or two days  
4  Never  
5  Don't know  
6  Not applicable  
BLANK  NO ANSWER  

Variable Name: **SATISCOMM**  
**Question:** 32

Q32  OVERALL, HOW SATISFIED ARE YOU WITH THE AMOUNT OF TIME IT TOOK YOU TO GET TO WORK/SCHOOL LAST WEEK

1  Very dissatisfied with the time it took  
2  Dissatisfied  
3  Satisfied  
4  Very satisfied with the time it took  
5  Don't know  
6  Not applicable  
BLANK  NO ANSWER  

Variable Name: **STRESS**  
**Question:** 33

Q33  IN GENERAL, DO YOU BELIEVE THAT YOUR COMMUTE CAUSES YOU AN UNDUE AMOUNT OF STRESS IN YOUR LIFE

1  Never  
2  Sometimes  
3  Often  
4  Always  
5  Not applicable  
BLANK  NO ANSWER  

Variable Name: **VACATION**  
**Question:** 34

Q34  CURRENTLY, ARE YOU ALLOTTED VACATION TIME AT YOUR PLACE OF EMPLOYMENT

1  Yes  
2  No  
3  Not employed  
4  Don't know  
5  Not applicable
### Variable Name: WEEKS  
**Question:** Q35 IF YOU RECEIVE VACATION TIME, HOW MANY WEEKS ARE YOU ALLOTED EACH YEAR

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>1 week</td>
</tr>
<tr>
<td>2</td>
<td>2 weeks</td>
</tr>
<tr>
<td>3</td>
<td>3 weeks</td>
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<td>4</td>
<td>4 weeks</td>
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<tr>
<td>5</td>
<td>5 weeks</td>
</tr>
<tr>
<td>6</td>
<td>6 or more weeks</td>
</tr>
<tr>
<td>7</td>
<td>I do not receive vacation time</td>
</tr>
<tr>
<td>8</td>
<td>Unemployed</td>
</tr>
<tr>
<td>9</td>
<td>Don’t know</td>
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<td>BLANK</td>
<td>NO ANSWER</td>
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### Variable Name: TAKENVAC  
**Question:** Q36 IN THE LAST CALENDAR YEAR, DID YOU TAKE ALL YOUR VACATION TIME

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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Don’t know</td>
</tr>
<tr>
<td>4</td>
<td>Not applicable</td>
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<tr>
<td>BLANK</td>
<td>NO ANSWER</td>
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### Variable Name: RUSHED  
**Question:** Q37 HOW OFTEN DO YOU FEEL RUSHED

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Everyday</td>
</tr>
<tr>
<td>2</td>
<td>A few times a week</td>
</tr>
<tr>
<td>3</td>
<td>About once a month</td>
</tr>
<tr>
<td>4</td>
<td>Less than once a month</td>
</tr>
<tr>
<td>5</td>
<td>Never</td>
</tr>
<tr>
<td>6</td>
<td>Don’t know</td>
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<td>BLANK</td>
<td>NO ANSWER</td>
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</tbody>
</table>

### Variable Name: TIMESPENT  
**Question:** Q38 THE FOLLOWING QUESTIONS WILL ASK YOU ABOUT YOUR USE OF TIME.

#### Variable Name: TIMESPENT_SQ001

**Question:** Q38A WHEN YOU NEED MORE TIME DO YOU TEND TO CUT BACK ON YOUR SLEEP?

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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes</td>
</tr>
<tr>
<td>4</td>
<td>Don’t know</td>
</tr>
<tr>
<td>BLANK</td>
<td>NO ANSWER</td>
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</tbody>
</table>
Variable Name: TIMESPENT_SQ002

Q38B DO YOU WORRY THAT YOU DON'T SPEND ENOUGH TIME WITH YOUR FAMILY OR FRIENDS?

1  Yes
2  No
3  Sometimes
4  Don’t know
BLANK  NO ANSWER

Variable Name: TIMESPENT_SQ003

Q38C DO YOU FEEL THAT YOU'RE CONSTANTLY UNDER STRESS TRYING TO ACCOMPLISH MORE THAN YOU CAN HANDLE?

1  Yes
2  No
3  Sometimes
4  Don’t know
BLANK  NO ANSWER

Variable Name: TIMESPENT_SQ004

Q38D DO YOU FEEL TRAPPED IN DAILY ROUTINE?

1  Yes
2  No
3  Sometimes
4  Don’t know
BLANK  NO ANSWER

Variable Name: TIMESPENT_SQ005

Q38E DO YOU FEEL UNDER STRESS WHEN YOU DON'T HAVE ENOUGH TIME?

1  Yes
2  No
3  Sometimes
4  Don’t know
BLANK  NO ANSWER

Variable Name: TIMESPENT_SQ006

Q38F WOULD YOU LIKE TO SPEND MORE TIME ALONE?

1  Yes
2  No
3  Sometimes
4  Don’t know
BLANK  NO ANSWER

Variable Name: TIMESPENT_SQ007

Q38G DO YOU PLAN TO SLOW DOWN IN THE COMING YEAR?
| 1 | Yes          |
| 2 | No           |
| 3 | Sometimes    |
| 4 | Don’t know   |
| BLANK | NO ANSWER |

Variable Name: **TIMESPENT_SQ008**

Q38H  DO YOU CONSIDER YOURSELF TO BE A WORKAHOLIC?

| 1 | Yes          |
| 2 | No           |
| 3 | Sometimes    |
| 4 | Don’t know   |
| BLANK | NO ANSWER |

Variable Name: **WORKHOURS**

Q39  ON AVERAGE, ABOUT HOW MANY HOURS DO YOU SPEND WORKING FOR YOUR EMPLOYER IN AN AVERAGE WEEK

| 1 | Not applicable |
| 2 | Less than 10 hours per week |
| 3 | 10 hours but less than 20 |
| 4 | 20 hours but less than 30 |
| 5 | 30 hours but less than 40 |
| 6 | 40 hours per week |
| 7 | 40 hours but less than 50 |
| 8 | 50 hours but less than 60 |
| 9 | 60+ hours per week |
| 10 | Don’t know	|
| BLANK | NO ANSWER |

Variable Name: **STRESSOVERALL**

Q40  ON A SCALE FROM 1 TO 6, 1 BEING “NO STRESS” AND 6 BEING “EXTREMELY STRESSED”, PLEASE RATE THE FOLLOWING QUESTION.

Variable Name: **STRESSOVERALL_SQ001**

Q40A  HOW MUCH STRESS DO YOU FEEL ON A DAILY BASIS?

| 1 | 1: No stress |
| 2 | 2            |
| 3 | 3            |
| 4 | 4            |
| 5 | 5            |
| 6 | 6: Extremely stressed |
| BLANK | NO ANSWER |

Variable Name: **COM2**

---

3 Q39: Error in original code, should be labeled as 10 instead of 10.
Q41 THINKING ABOUT THE SURVEY THUS Far, IS THERE ANY COMMENTS OR CONCERNS YOU HAVE. ARE THERE ANY QUESTIONS YOU FEEL ARE IMPORTANT? ARE THERE QUESTIONS WE HAVE NOT ADDED HERE THAT YOU THINK WE SHOULD ASK DURHAM REGION RESIDENTS

OPEN ENDED

Variable Name: SATISF Question: 42

Q42 USING A SCALE OF 1 TO 6, WHERE 1 MEANS “VERY DISSATISFIED” AND 6 MEANS “VERY SATISFIED”, PLEASE RATE THE FOLLOWING QUESTION.

Variable Name: SATISF_SQ001

Q42A HOW DO YOU FEEL ABOUT YOUR LIFE AS A WHOLE RIGHT NOW?

1  1: Very dissatisfied
2  2
3  3
4  4
5  5
6  6: Very satisfied
BLANK  NO ANSWER

Variable Name: GENERALLIFE Question: 43

Q43 NOW WE WOULD LIKE TO ASK YOU ABOUT YOUR LIFE IN GENERAL. BELOW ARE FIVE STATEMENTS YOU MAY AGREE OR DISAGREE WITH. ON A SCALE FROM 1 TO 6, 1 BEING "STRONGLY DISAGREE" AND 6 BEING "STRONGLY AGREE", PLEASE INDICATE YOUR AGREEMENT WITH EACH ITEM.

Variable Name: GENERALLIFE_SQ001

Q43A IN MOST WAYS, MY LIFE IS CLOSE TO IDEAL

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
5  4: Slightly agree\(^4\)
6  5: Agree
7  6: Strongly agree
BLANK  NO ANSWER

Variable Name: GENERALLIFE_SQ002

Q43B THE CONDITIONS OF MY LIFE ARE EXCELLENT.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
5  4: Slightly agree\(^5\)
6  5: Agree
7  6: Strongly agree

\(^4\) Q43A: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
\(^5\) Q43B: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
Variable Name: GENERALLIFE_SQ003

Q43C I AM SATISFIED WITH MY LIFE.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
5  4: Slightly agree
6  5: Agree
7  6: Strongly agree
BLANK NO ANSWER

Variable Name: GENERALLIFE_SQ004

Q43D SO FAR, I HAVE GOTTEN THE IMPORTANT THINGS I WANT IN LIFE.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
5  4: Slightly agree
6  5: Agree
7  6: Strongly agree
BLANK NO ANSWER

Variable Name: GENERALLIFE_SQ005

Q43E IF I COULD LIVE MY LIFE OVER, I WOULD CHANGE ALMOST NOTHING.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
5  4: Slightly agree
6  5: Agree
7  6: Strongly agree
BLANK NO ANSWER

Variable Name: GENERALHEALTH Question: 44

Q44 THE QUESTIONS BELOW ARE RATED ON A SCALE OF 1 TO 5, WITH 1 BEING "POOR" AND 5 BEING "EXCELLENT". PLEASE RATE EACH QUESTION ACCORDINGLY BASED ON YOUR CURRENT DAY-TO-TODAY HEALTH.

Variable Name: GENERALHEALTH_SQ001

Q44A IN GENERAL, WOULD YOU SAY YOUR PHYSICAL HEALTH IS

1  1: Poor
2  2: Fair
3  3: Good
4  4: Very good

6 Q43C: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7
7 Q43D: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
8 Q43E: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
Variable Name: GENERALHEALTH_002

Q44B IN GENERAL, WOULD YOU SAY YOUR MENTAL HEALTH IS

1 1: Poor
2 2: Fair
3 3: Good
4 4: Very good
5 5: Excellent
6 Don’t know
BLANK NO ANSWER

Variable Name: SLEEP Question: 45

Q45 DO YOU REGULARLY HAVE TROUBLE FALLING ASLEEP OR STAYING ASLEEP

1 Yes
2 No
BLANK NO ANSWER

Variable Name: SLEEPHRS Question: 46

Q46 ON AVERAGE, HOW MANY HOURS OF SLEEP DO YOU ACHIEVE EACH NIGHT

1 Less than 3 hours
2 3-6 hours
3 6-8 hours
4 8-10 hours
5 10 + hours
BLANK NO ANSWER

Variable Name: TRUSTGEN Question: 47

Q47 IN GENERAL, WOULD YOU SAY THAT YOU HAVE DIFFICULTY TRUSTING OTHERS

1 Yes
2 No
BLANK NO ANSWER

Variable Name: TRUSTRAT Question: 48

Q48 IN GENERAL, PLEASE RATE YOUR LEVEL OF TRUST, WHERE 1 IS “NOT TRUSTING” AND 6 IS “VERY TRUSTING”, IN YOUR NEIGHBORS AND/OR LOCAL COMMUNITY

Variable Name: TRUSTRAT_SQ001

Q48A LEVEL OF TRUST:

1 1: Not trusting
2 2
Variable Name: **TRUSTAGREESCALE**  
**Question:** 49  
**Q49**  
The following questions will ask you on a 1 to 6 scale, with 1 being “strongly disagree” and 6 being “strongly agree”, the extent to which you agree or disagree with that statement.

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<tr>
<td><strong>Variable Name:</strong></td>
<td><strong>TRUSTAGREESCALE</strong></td>
<td><strong>Question:</strong></td>
<td><strong>49</strong></td>
<td><strong>Q49A</strong></td>
<td>MOST PEOPLE CAN BE COUNTED ON TO DO WHAT THEY SAY THEY WILL DO.</td>
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<td>1</td>
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<td>2</td>
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<tr>
<td><strong>Variable Name:</strong></td>
<td><strong>TRUSTAGREESCALE</strong></td>
<td><strong>SQ001</strong></td>
<td><strong>Q49B</strong></td>
<td>I TEND TO TRUST PEOPLE, EVEN THOSE WHO I HAVE JUST MET FOR THE FIRST TIME OR HAVE KNOWN FOR SHORT PERIODS OF TIME.</td>
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<td><strong>Variable Name:</strong></td>
<td><strong>TRUSTAGREESCALE</strong></td>
<td><strong>SQ003</strong></td>
<td><strong>Q49C</strong></td>
<td>UNLESS YOU REMAIN ALERT, SOMEONE WILL TAKE ADVANTAGE OF YOU.</td>
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<td>1</td>
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<td><strong>Variable Name:</strong></td>
<td><strong>TRUSTAGREESCALE</strong></td>
<td><strong>SQ004</strong></td>
<td><strong>Q49D</strong></td>
<td>MOST PEOPLE LIE IF THEY COULD GAIN SOMETHING BY IT.</td>
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<sup>9</sup> Q49A: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.  
<sup>10</sup> Q49B: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.  
<sup>11</sup> Q49C: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
Variable Name: TRUSTAGREESCALE_SQ005

Q49E MOST PEOPLE TEND TO ACT MORE HONEST THAN THEY TRULY ARE.

1 1: Strongly disagree
2 2: Disagree
3 3: Slightly disagree
5 4: Slightly agree
6 5: Agree
7 6: Strongly agree
BLANK NO ANSWER

Variable Name: TRUSTAGREESCALE_SQ006

Q49F I BELIEVE THAT MOST PEOPLE ARE GENERALLY TRUSTWORTHY.

1 1: Strongly disagree
2 2: Disagree
3 3: Slightly disagree
5 4: Slightly agree
6 5: Agree
7 6: Strongly agree
BLANK NO ANSWER

Variable Name: SAFETYGENERAL

Question: 50

Q50 ON A SCALE OF 1 TO 6, WITH 1 BEING “NOT SAFE AT ALL” AND 6 BEING “VERY SAFE”, THE FOLLOWING QUESTIONS WILL ASK YOU ABOUT YOUR LEVEL OF COMFORT AND SAFETY IN YOUR IMMEDIATE NEIGHBORHOOD AND SURROUNDINGS

Variable Name: SAFETYGENERAL_SQ001

Q50A HOW SAFE DO YOU FEEL ALONE AT HOME DURING THE DAY?

1 1: Not safe at all
2 2
3 3
4 4
5 5
6 6: Very safe
BLANK NO ANSWER

---

12 Q49D: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
13 Q43E: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
14 Q49E: Error in original code, should be labeled as 4, 5, 6 not 5, 6, 7.
Variable Name: SAFETYGENERAL_SQ002

Q50B HOW SAFE DO YOU FEEL ALONE AT HOME AT NIGHT?

1 1: Not safe at all
2
3
4
5
6 6: Very safe
BLANK NO ANSWER

Variable Name: SAFETYGENERAL_SQ003

Q50C HOW SAFE DO YOU FEEL WALKING IN YOUR NEIGHBORHOOD DURING THE DAY?

1 1: Not safe at all
2
3
4
5
6 6: Very safe
BLANK NO ANSWER

Variable Name: SAFETYGENERAL_SQ004

Q50D HOW SAFE DO YOU FEEL WALKING IN YOUR NEIGHBORHOOD DURING AT NIGHT?

1 1: Not safe at all
2
3
4
5
6 6: Very safe
BLANK NO ANSWER

Variable Name: SAFETYGENERAL_SQ005

Q50E HOW SAFE DO YOU FEEL AT A TRANSIT STOP DURING THE DAY?

1 1: Not safe at all
2
3
4
5
6 6: Very safe
BLANK NO ANSWER

Variable Name: SAFETYGENERAL_SQ006

Q50F HOW SAFE DO YOU FEEL AT A TRANSIT STOP AT NIGHT?

1 1: Not safe at all
2
3
4
Variable Name: CRIME  Question: 51
Q51 DO YOU FEEL CRIME IS A PROBLEM IN YOUR IMMEDIATE NEIGHBORHOOD
1 Yes
2 No
3 Sometimes
BLANK NO ANSWER

Variable Name: OPTIMISM  Question: 52
Q52 ON A SCALE OF 1 TO 6, WITH 1 BEING “STRONGLY DISAGREE” AND 6 BEING “STRONGLY AGREE”, PLEASE RATE HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS

Variable Name: OPTIMISM_SQ001
Q52A FOR EACH PROBLEM I WILL FIND A SOLUTION.
1 1: Strongly disagree
2 2: Disagree
3 3: Slightly disagree
4 4: Slightly agree
5 5: Agree
6 6: Strongly agree
BLANK NO ANSWER

Variable Name: OPTIMISM_SQ002
Q52B IN DIFFICULT SITUATIONS I WILL FIND A WAY.
1 1: Strongly disagree
2 2: Disagree
3 3: Slightly disagree
4 4: Slightly agree
5 5: Agree
6 6: Strongly agree
BLANK NO ANSWER

Variable Name: OPTIMISM_SQ003
Q52C NO TASK IS TOO DIFFICULT FOR ME.
1 1: Strongly disagree
2 2: Disagree
3 3: Slightly disagree
4 4: Slightly agree
5 5: Agree
6 6: Strongly agree
BLANK NO ANSWER
Variable Name: OPTIMISM_SQ004

Q52D I MASTER DIFFICULT PROBLEMS.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
4  4: Slightly agree
5  5: Agree
6  6: Strongly agree
BLANK  NO ANSWER

Variable Name: OPTIMISM_SQ005

Q52E THERE IS NO TASK WHICH IS TOO DEMEANING FOR ME.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
4  4: Slightly agree
5  5: Agree
6  6: Strongly agree
BLANK  NO ANSWER

Variable Name: OPTIMISM_SQ006

Q52F I EVEN MASTER NEW TASKS WITHOUT PROBLEMS.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
4  4: Slightly agree
5  5: Agree
6  6: Strongly agree
BLANK  NO ANSWER

Variable Name: OPTIMISM_SQ007

Q52G I WELCOME EVERY NEW CHALLENGE.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
4  4: Slightly agree
5  5: Agree
6  6: Strongly agree
BLANK  NO ANSWER

Variable Name: OPTIMISM_SQ008

Q52H I CAN MASTER DIFFICULTIES.

1  1: Strongly disagree
2  2: Disagree
3  3: Slightly disagree
4  4: Slightly agree
Variable Name: \textit{OPTIMISM\_SQ009}

Q52I I HAVE A LOT OF CONFIDENCE IN MYSELF.

\begin{tabular}{ll}
1 & 1: Strongly disagree \\
2 & 2: Disagree \\
3 & 3: Slightly disagree \\
4 & 4: Slightly agree \\
5 & 5: Agree \\
6 & 6: Strongly agree \\
BLANK & NO ANSWER \\
\end{tabular}

Variable Name: \textit{OPTIMISM\_SQ010}

Q52J I ALWAYS FIND A SOLUTION TO A PROBLEM.

\begin{tabular}{ll}
1 & 1: Strongly disagree \\
2 & 2: Disagree \\
3 & 3: Slightly disagree \\
4 & 4: Slightly agree \\
5 & 5: Agree \\
6 & 6: Strongly agree \\
BLANK & NO ANSWER \\
\end{tabular}

Variable Name: \textit{RANKING}  \hspace{1cm} Question: 53

Q53 AFTER CONDUCTING RESEARCH ON SIMILAR SURVEYS AROUND THE WORLD, WE NOTICE THERE ARE OTHER THEMES THAT ARE OFTEN EXPLORED. WE HAVE GATHERED A LIST BELOW. PLEASE RANK ORDER THESE THEMES WITH THE MOST INTERESTING BEING FIRST, AND LEAST INTERESTING BEING LAST. JUST CLICK ON THE ITEM YOU THINK IS THE MOST INTERESTING, AND THIS WILL BE NOTED IN THE FIRST PLACE COLUMN, AND SO ON

Variable Name: \textit{RANKING\_1}

Q53A

\begin{tabular}{ll}
1 & How people spend vacation time \\
2 & More in depth issues of personal safety or victimization \\
3 & Health of Durham residents \\
4 & How Durham residents spend their leisure time \\
5 & More in depth issues around work/employment \\
6 & The environment \\
BLANK & NO ANSWER \\
\end{tabular}

Variable Name: \textit{RANKING\_2}

Q53B

\begin{tabular}{ll}
1 & How people spend vacation time \\
2 & More in depth issues of personal safety or victimization \\
3 & Health of Durham residents \\
4 & How Durham residents spend their leisure time \\
\end{tabular}
5  More in depth issues around work/employment
6  The environment
BLANK  NO ANSWER

Variable Name: RANKING_3

Q53C
1  How people spend vacation time
2  More in depth issues of personal safety or victimization
3  Health of Durham residents
4  How Durham residents spend their leisure time
5  More in depth issues around work/employment
6  The environment
BLANK  NO ANSWER

Variable Name: RANKING_4

Q53D
1  How people spend vacation time
2  More in depth issues of personal safety or victimization
3  Health of Durham residents
4  How Durham residents spend their leisure time
5  More in depth issues around work/employment
6  The environment
BLANK  NO ANSWER

Variable Name: RANKING_5

Q53E
1  How people spend vacation time
2  More in depth issues of personal safety or victimization
3  Health of Durham residents
4  How Durham residents spend their leisure time
5  More in depth issues around work/employment
6  The environment
BLANK  NO ANSWER

Variable Name: RANKING_6

Q53F
1  How people spend vacation time
2  More in depth issues of personal safety or victimization
3  Health of Durham residents
4  How Durham residents spend their leisure time
5  More in depth issues around work/employment
6  The environment
BLANK  NO ANSWER

Variable Name: IMPORTANTADD  Question: 54

Q54  IS THERE AN ISSUE HERE THAT YOU THINK IS IMPORTANT THAT IS NOT ON THIS LIST
OPEN ENDED

Variable Name: COMNEG Question: 55
Q55 THINKING ABOUT THIS SURVEY, ARE THERE ITEMS THAT YOU FELT UNCOMFORTABLE WITH OR THINK THAT DURHAM REGION RESPONDENTS MAY DEEM IRRELEVANT OR UNIMPORTANT. IF SO, WHAT, WHY

OPEN ENDED

Variable Name: COMPOS Question: 56
Q56 NOW, REFLECTING ON THIS SURVEY, WERE THERE ANY ITEMS YOU FEEL SUCCESSFULLY CAPTURED THE INTERESTS OF DURHAM REGION RESIDENTS. IF SO WHAT, WHY

OPEN ENDED

Variable Name: COMREMOVE Question: 57
Q57 NOW, REFLECTING ON THIS SURVEY, WERE THERE ANY ITEMS YOU FEEL SUCCESSFULLY CAPTURED THE INTERESTS OF DURHAM REGION RESIDENTS. IF SO WHAT, WHY