

Working Paper:

Analyzing and Adjusting Item Ordering to Minimize Dropout Attrition in Web-Based Surveys: Lessons learned from the VOCES-19 study in Mexico

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Abstract

Aim:

Web-based surveys have become an essential tool for social science research during the COVID-19 pandemic. Yet, despite their convenience for quickly collecting information remotely from many participants and the benefit of providing participants with a sense of anonymity when answering sensitive questions, online surveys also present an increased risk of participant dropout. With this study, we aim to analyze whether rearranging the order of questionnaire sections based on an initial analysis of survey attrition increased completion rates in the survey.

Methods:

Researchers working on the VOCES-19 study in Mexico conducted a hazard and survival analysis during the first round of remote data collection to identify points of high dropout that were preventing respondents from reaching the study's main section of interest measuring violence outcomes and from finishing the survey. They then implemented a methodological experiment with subsequent respondents: 55,058 participants were randomized to either receive the survey with the original section order or the survey with the sections reordered based on the findings of the initial analyses.

Results:

The new order was effective in preventing dropout. Individuals that were presented with this order were 10 percentage points ($p < .001$) more likely to complete the survey's section on perceptions and experiences of violence: 98% of individuals who were randomized (meaning, those who made it halfway through the survey) completed this section compared to 88% for the control group. Additionally, respondents who were given the new section order were 7.5 percentage points ($p < .001$) more likely to complete the survey than the group who received the original order (94.59% versus 87.13%).

Discussion/Conclusion:

The methods presented here serve as a contribution to advancing the "science of attrition" by encouraging researchers to understand dropout patterns in their surveys and illustrating the types of techniques they can utilize to minimize dropout and preserve the integrity of their data when employing web-based surveys. Future research on the topic will include a more detailed examination of the causes of participant dropout, including those related to participant and survey characteristics.

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Introduction

Background: Benefits and Risks of Web-Based Surveys

At the onset of the COVID-19 global pandemic, social science researchers wanting to collect data about the impact of the pandemic on social, economic, health and other dimensions of individuals' lives faced a tremendous amount of uncertainty about the best way to collect this information. At the Population Council Mexico, we were particularly interested in understanding the impact of the pandemic on adolescents' and young adults' experiences and perceptions of violence. Of course, given the health and safety concerns associated with meeting individuals in-person at the time, as well as the restrictions imposed early on by governments implementing measures to contain the spread of the virus, more traditional methods for collecting this type of information, such as face-to face interviews, lost feasibility [1]. Consequently, web-based surveys became essential research and data collection tools. At the Population Council Mexico, we virtually launched the Violence Outcomes in COVID-19 Era Study (VOCES-19) to establish an online cohort of adolescents and young adults to understand the impact of COVID-19 mitigation measures on their lives.

Online surveys provide a safe alternative to meeting respondents face-to-face, allow respondents the flexibility to decide when and where they wish to respond to the survey, and also come with additional benefits that will remain relevant beyond the end of the current pandemic. First, web-based surveys allow researchers to reach a large number of respondents and collect their data much more quickly and cost-effectively than traditional paper-based approaches [1,2]. As was the case with the VOCES-19 survey discussed in this paper, online questionnaires can easily be advertised and disseminated nationwide through social media platforms, websites, and emails distributed to the research organization's and partner organizations' digital networks [3]. During the data collection phase, survey applications such as SurveyMonkey allow for easy storage of data and quick access to informative paradata, such as completion rates and average completion time [2]. The quick access to participant responses also allowed the VOCES-19 research team to complete real-time monitoring and assessment of respondents' sociodemographic characteristics and recruitment efforts, which in turn allowed for quick adjustments to ensure the participation of specific subgroups [3].

Another key benefit to web-based surveys is that participants may prefer the anonymity of a web-based survey when responding to sensitive items [1]. Providing participants with this sense of comfort is essential when the research relies on self-reports, which are prone to bias due to the frequent under-reporting of behaviors that go against the prevalent social norms and expectations [4]. In the realm of family violence, for instance, not only perpetrators but also victims may be expected to under-report experiences due to shame, fear of retribution, and loyalty to the perpetrator, among other reasons [5]. While social desirability bias is still a concern for anonymous surveys, computerized surveys, particularly those that are web-based, are perceived by respondents as more anonymous and private than even self-administered paper-based surveys and thus result in higher self-reports of socially undesirable behaviors and experiences than their comparable paper-based counterparts [4].

While web-based surveys provide researchers with a convenient and cost-effective way to collect information from participants, these benefits are coupled with important risks such as participant self-selection, under coverage, and dropout attrition, all of which can lead to the loss of important information

and produce bias in the data [1]. Self-selection occurs when the characteristics of an individual who chooses to participate in the survey are associated with the outcomes [6]. For example, individuals who have experiences with violence may find a survey about the topic to be particularly relevant and may be more drawn to answer it than those who have not experienced violence. Under coverage occurs when certain individuals from the target population are under-represented in the sample frame. This is a main concern for online surveys implemented with populations with non-uniform access to the internet [7]. With both self-selection and under coverage, the main concern is that the sample is not drawn with a probabilistic selection; if the people who participated in the survey are systematically different from those who did not participate, the results will be biased [7]. Finally, dropout attrition occurs when respondents fill out part of the survey but do not complete it. Dropout attrition may be associated with a variety of factors, including respondent characteristics and survey attributes such as survey length, item order, or the presence of items that may be perceived as inappropriate or irrelevant by participants [2,4].

Objective

This study focuses specifically on dropout attrition and discusses a potential approach to analyze and adjust survey characteristics to minimize the rates of dropout in online surveys. Here, we discuss a procedure completed by researchers working on the VOCES-19 study in Mexico, in which they first identified points of high dropout within an online survey and then implemented a randomized experiment with subsequent respondents to test whether switching the order of questionnaire sections increased completion rates of the primary survey section of interest and decreased the rates of dropout from the survey as a whole. The method utilized in this study does not address other survey or participant characteristics that may have factored into dropouts and is meant to serve as a contribution to advancing what Hochheimer et al. refer to as the “science of attrition” [2]. The procedure presented here is one example of the types of techniques researchers can utilize to minimize dropout and preserve the quality of their data when employing web-based surveys.

Data

The procedures discussed in this paper used primary data from the baseline round of the VOCES-19 study [3,8]. VOCES-19 is a study being carried out by the Population Council Mexico with the aims of understanding the impact of the COVID-19 pandemic on the experience and perception of violence, as well as on other social, economic, and health outcomes among adolescents and young adults. The first round of data collection took place between October 31, 2020 and March 1, 2021 through web-based surveys and individuals between the ages of 15 and 24 were recruited to participate in the survey using a convenience sampling strategy.

The first stage of this study analyzed survey responses from participants who accessed the SurveyMonkey questionnaire between the dates of October 30, 2020 and January 21, 2021. In this time, 11,380 individuals from all 32 Mexican states accessed the questionnaire and answered at least one question before leaving the site, allowing a record of their response to be collected and stored. Table 1 summarizes this group’s characteristics by gender and age.

Table 1: Demographic Characteristics of all participants who accessed the VOCES-19 questionnaire between October 30, 2020 and January 21, 2021

	N	Percent
Total	11,380	-
<i>By gender</i>		
Women	5,170	45.43
Men	2,998	26.34
Non-binary or “other” gender	95	0.83
Dropped out prior to gender question or chose to not indicate gender	3,117	27.39
<i>By age</i>		
15-17 years	4,166	36.61
18-20 years	2,661	23.38
21-24 years	4,553	40.01

In the second stage of analysis, which took place from January 22 to March 1, 2021, a total of 112,513 individuals from all states accessed the survey and recorded at least one response. Table 2 summarizes their characteristics by gender and age.

Table 2: Demographic Characteristics of all participants who accessed the VOCES-19 questionnaire between January 22 to March 1, 2021

	N	Percent
Total	112,513	-
<i>By gender</i>		
Women	45,483	40.42
Men	29,333	26.07
Non-binary or “other” gender	873	0.78
Dropped out prior to gender question or chose to not indicate gender	36,824	32.73
<i>By age</i>		

15-17 years	96,683	85.93
18-20 years	14,065	12.50
21-24 years	1,765	1.57

Research Methods and Results

First Stage: Hazard and Survival Analysis

The employed in the first round of data collection for VOCES-19 is a comprehensive instrument comprised of 129 questions categorized into 12 sections originally presented to respondents in the following order: 1) Sociodemographic Characteristics, 2) Household Structure, 3) COVID-19, 4) Education, 5) Employment and Economic Situation, 6) Household Dynamics, 7) Perception of Gender Norms, 8) General Health, 9) Sexual and Reproductive Health, 10) Consumption of Substances, 11) Perceptions and Experiences of Violence, and 12) Resilience. While participants were not shown all 129 questions, as the survey was programmed to skip questions that did not apply to individuals based on certain responses, respondents who completed the survey were shown at least one question from all 12 sections [3,8].

In the period ranging from October 30, 2020 to January 22, 2021, all participants who entered the survey were presented with the same order of questions and sections, as listed above. In order to gain more insight into which sections or questions of the survey were experiencing the highest rates of dropout from participants and what survey characteristics might be preventing respondents from reaching critical points of interest, namely the section on violence outcomes and the end of the whole survey, we followed Eysenbach and Hochheimer et al.'s example and calculated hazard and survival probabilities for all survey questions using data from respondents who accessed the survey in the first two months of data collection [2,9]. The hazard probability for a questionnaire item is defined as the risk of an event (in this case, leaving the survey) occurring at some point after the respondent answered the previous item but before they answered the item in question [10]. The survival probability for an item is defined as the proportion of all respondents who started the survey that remained in the survey up until at least that particular item [10]. This analysis was done using Stata 16.

Visualizing Survey Dropout

The initial hazard and survival analyses resulted in several insights about dropout in the VOCES-19 survey. Calculating the survival probabilities allowed us to determine the proportion of individuals who stayed in the survey at least up until the beginning of each of the sections. Of particular interest was understanding whether participants were reaching and completing the section containing violence questions, given that the study's primary objective was to measure the impact of the pandemic on the experience and perception of violence among adolescents and young adults. We were also interested in capturing the proportion of participants who were completing the entire survey. We found that in this time period, 48.90% of all participants who began the survey stayed until at least the end of the section on perceptions and experiences of violence, while 47.49% reached the end of the survey (see Table 3).

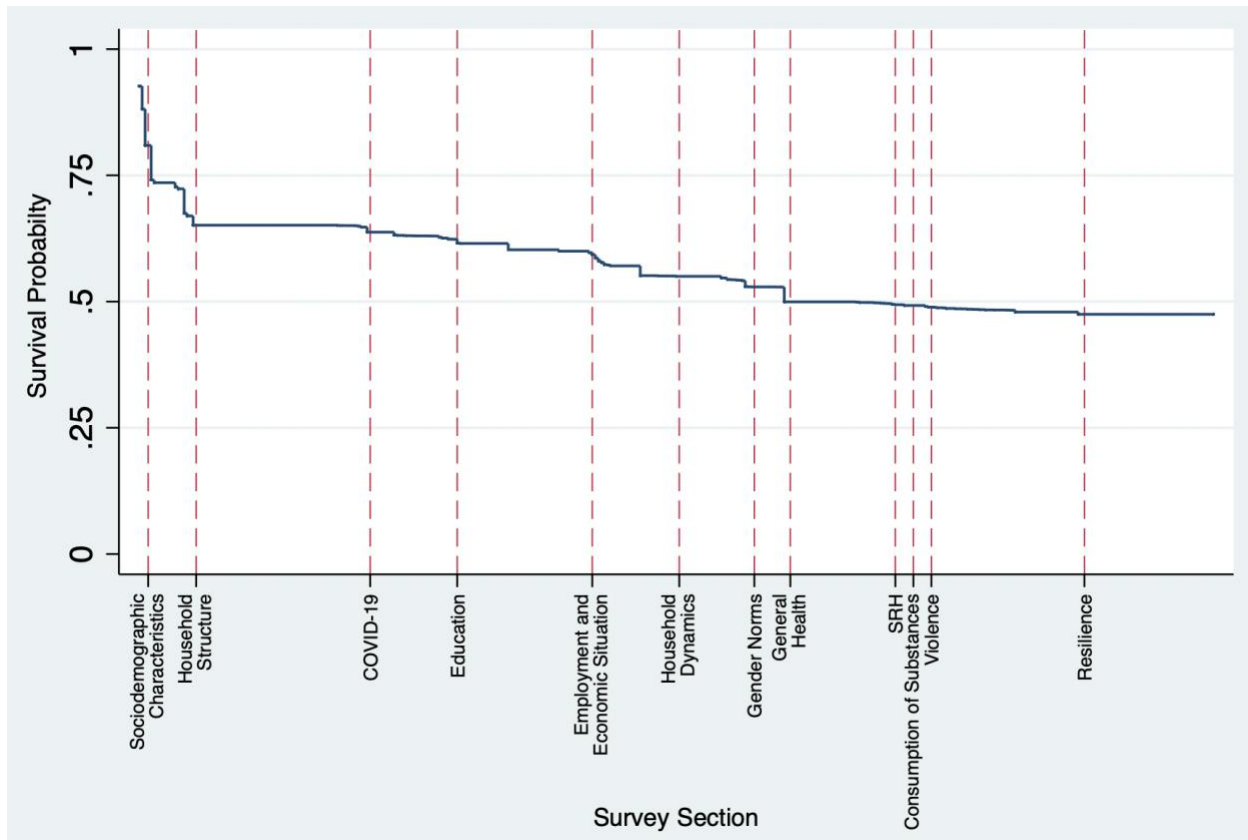
Table 3: Survival probabilities for the beginning of survey sections

Section	First Question Number	First question in section and question type	Survival Probability
Sociodemographic Characteristics	5	What is your date of birth? <i>Drop-down date</i>	.81
Household Structure	18	Who else lives with you in your home? <i>Multiple selection</i>	.65
COVID-19	29	In your household, to not get infected by COVID-19... (select all the mitigation measures you have followed) <i>Multiple selection</i>	.63
Education	37	Have you ever been enrolled in school, either public or private? <i>Multiple choice</i>	.62
Employment and Economic Situation	49	Regarding your employment situation, do you currently have a job, business, or other income-generating activity? <i>Multiple choice</i>	.59
Household Dynamics	64	Thinking of your family, who is responsible for the following household activities? <i>Matrix</i>	.55
Perception of Gender Norms	72	Select the degree to which you agree or disagree with the following statements <i>Matrix, Likert scale (completely disagree to completely agree)</i>	.53
General Health	73	Since the beginning of the pandemic, do you perceive that your access to health services (family medicine consultations, already scheduled consultations, etc.) has been affected? <i>Multiple choice</i>	.50
Sexual and Reproductive Health	82	At what age did you initiate your sexual life? <i>Drop-down</i>	.49
Consumption of Substances	88	Currently, how frequently do you consume... <i>Matrix, Likert scale (never to more than once a day)</i>	.49
Perceptions and Experiences with Violence	92	At some point in your life, has someone who lives with you insulted you, yelled at you, or humiliated you? <i>Multiple choice</i>	.49

Likert scale (less frequently to more frequently)

In visualizing the survey's dropout by plotting a survival curve, we recognized a pattern similar to what Eysenbach calls a "sigmoidal attrition curve," where response rates are high at the beginning of the survey, then experience a steep drop in response rates after respondents' initial curiosity about the questionnaire begins to wear off, and then eventually reach a point where they plateau and stay relatively constant for the rest of the survey [2,8] (see **Figure 1**). In the VOCES-19 survival curve, we saw this steep drop-off towards the end of the sociodemographic characteristics section, followed by the plateau in which survival probabilities decreased only minimally and at consistent rates throughout the rest of the questionnaire.

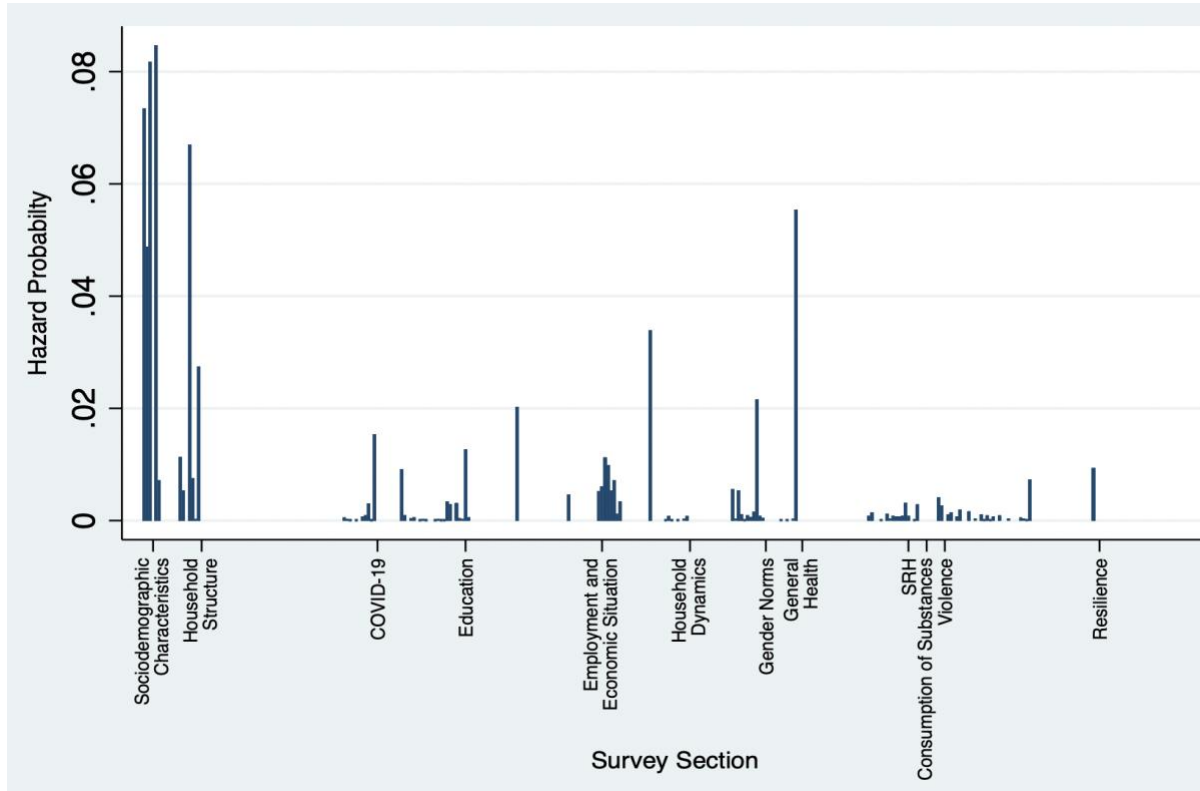
Figure 1: Step function of participant dropout through all questionnaire sections.



One notable exception to this consistent drop-off was the section on perception of gender norms, which was approximately halfway through the survey. Survival probabilities dropped from 53% at the beginning of this section to 50% at the end of the section despite it being one of the shortest sections (it contained one 12-part question). One question in this section, in which participants were asked to indicate the degree to which they agree or disagree with the following statement: "The opinions of women are valuable and should

always be considered when making decisions in the household,” had a particularly high hazard probability. There was a probability of 5.53% that respondents who answered the preceding question left the survey before answering this item (See **Figure 2**). No significant differences were found in the log odds of dropping out of this section between men and women, nor between participants of different ages.

Figure 2: Bar chart of hazard probabilities of individual questions throughout the questionnaire.



Second Stage: Randomization of Section Order

This analysis did not provide an explanation as to *why* participants were dropping out at such high rates in this section, though it was concerning to us that participants were leaving the survey before reaching the main section of interest for the study. We tested for differences in the log odds of dropping out of this section between male and female participants, as well as between participants of different ages. No significant differences were found, allowing us to eliminate the hypothesis that gender or age biases in the content or wording of the questions was causing high rates of dropout from a specific demographic group [2].

Further analysis and discussion regarding survey characteristics led us to formulate different hypotheses about the causes of dropout in this section and ultimately test the hypothesis that participants lost interest at this point due to the fact that they expected a survey about their experiences with violence and felt that they were answering too many questions about other topics before reaching those questions. Given this hypothesis, we decided to test whether moving up the violence section to have it appear to participants before the section on perception of gender norms would improve response rates. We implemented a randomized experiment through the end of data collection to test whether changing the order of sections

that respondents were presented with in the survey would increase the percentage of participants who a) reached the section on violence outcomes, b) completed this section, and c) finished the survey as a whole.

This randomization was programmed directly into the SurveyMonkey questionnaire. Starting January 22, all participants who accessed the online survey were presented with the same, original order of questions until they reached question 71, at the end of the section on household dynamics. Respondents who remained in the survey up until this point were then asked to select their month of birth. Individuals who selected either an odd month option continued the survey with the original order of questions, meaning they saw the gender norms section next and the violence section second-to-last. This set of participants was treated as the control group (coded as 0 in the treatment variable). Participants who selected an even month were considered the treatment group (coded as 1 in the treatment variable) and presented with a change: they were presented with the violence section immediately following the randomization (e.g. before the gender norms section). Aside from the violence section, all other sections were in the same order as for the control group and the questions themselves were not altered in any way. Estimation of treatment effects was done by regressing the outcome of interest on treatment status. Only participants who reached the randomization question were included in these estimations, meaning that even participants who accessed the survey after January 22 but dropped out before the end of the household dynamics section were not included in the analysis of treatment effects.

Randomization Results

Ultimately, 55,058 respondents who accessed the survey after January 22 made it up to the question asking them for their birth month and chose to respond to the question. Of these, 27,741 (50.39%) were assigned to the original order of questions and 27,317 (49.61%) were assigned to the new order with the violence section preceding the gender norms section. Balance tests were done by regressing randomization status on the variables for age and gender (see Table 3). While the mean age of the two groups was statistically significantly different, we were not concerned given the small magnitude of this difference.

Table 3: Descriptive statistics and balance test

	Original section order (control)			New section order (treatment)			Difference
	n	Mean	SD	n	Mean	SD	
Age (years)	27,741	16.44	1.31	27,317	16.40	1.33	-0.038*** (0.011)
Gender (1 = Female, 0 = Male)	26,946	.62	0.49	26,549	0.62	0.49	-0.004 (0.004)

Notes: The table shows averages in age and gender of the two different randomization groups. The difference column shows the regression coefficient of randomization status on the variable, robust standard errors are in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

We found that among individuals who were randomized, the new order was effective in preventing dropout from participants (see Table 4). Individuals that were presented with this order were 10 percentage points ($p < .001$) more likely to complete the survey's section on perceptions and experiences of violence: 98% compared to 88% for the control group. Additionally, respondents who were given the new section order were 7.5 percentage points ($p < .001$) more likely to complete the survey than the group who received the original order (94.59% versus 87.13%).

Table 4: Effect of new section order on survey section start and completion rates.

	Control mean (1)	Treatment mean (2)	Difference (OLS) (3)
Started the section on violence outcomes	.904	.998	0.094*** (0.002)
Completed the section on violence outcomes	.882	.980	0.098*** (0.002)
Completed the survey	.872	.946	0.074*** (0.002)
Observations	27,741	27,317	

Notes: The table shows averages in outcome variables of interest for control and treatment groups. Percentages for section completion are out of the total number of participants (55,058) who reached the mid-way point of the survey and were randomized into either the treatment or control group. "Treatment" refers to all participants that received a new section order in the questionnaire, with the section on violence outcomes preceding the gender norms section. "Control" refers to all participants that received the original section order in the questionnaire, with the section on gender norms immediately after the point of randomization and the violence section second-to-last. The difference column shows the regression coefficient of the outcome variable on treatment status, robust standard errors are in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Discussion

Using data from an initial group of respondents who accessed the VOCES-19 web-based survey, we were able to visualize rates of participant dropout throughout the questionnaire and identify important points of participant dropout. Specifically, we identified that one survey section, which asked about participants' perceptions of gender norms, had particularly high rates of dropout among participants. This was concerning given the fact that this section was placed before the section on violence outcomes, which was the study's primary topic of interest. The survival and hazard analyses completed did not give additional insight into the reason why participants dropped out at high rates in the gender norms section. Additionally, differences in the log odds of dropping out in this section were tested between male and female participants,

as well as between participants of different ages. No significant differences were detected, suggesting that there were no biases in the content or wording of the questions in this section that may have caused significant dropout from a specific subgroup [2].

Through further analysis of the section structure and content, and a discussion among the research team, we formulated several additional hypotheses about the causes of dropout in this section. One possible reason for high dropout in this section was the appearance of this section. While the majority of the survey displayed only up to four or five questions per page, this section contained a 12-part question presented on a matrix, or grid. Participants were asked to indicate the degree to which they agreed or disagreed with the following statements about gender equity and gender dynamics. Within the matrix, each statement was accompanied by six potential answer choices: 1) *Completely disagree*, 2) *Disagree*, 3) *Neither disagree nor agree*, 4) *Agree*, 5) *Completely agree*, and 6) *I do not wish to respond*. Given that this section was presented to participants halfway through the survey, we predicted that they may have already started feeling fatigued and that seeing this heavily-packed section with a lot of text and choices may have overwhelmed them and led them to leave the survey. Screenshots of this section (in Spanish) are provided in Appendix 1.

An additional hypothesis formulated by the research team for high dropout in the gender norms section was related to the relevance of the content of the section. Existing evidence shows that the perceived relevance of survey questions has a significant influence on attrition [11]. The VOCES-19 survey was disseminated and advertised as a survey meant to capture information on household violence during the pandemic, and it is possible that participants did not see the connection between gender norms and violence despite the fact that the section did begin with an explanation of what gender norms means. It is also possible that it was not the relevance of the section per se that bothered participants, but rather the fact that they felt there were too many questions to get through before reaching the violence section, which was the second to last section and began at question #92.

While we were uncertain about the exact reason for the high rates of participant dropout in the gender norms section, we decided to test this final hypothesis that the violence section being presented so late in the survey was causing participants to lose interest and drop-out. The benefit of testing this by moving up the violence section was that even if this change did not affect overall survey completion rates, it would at least increase our chances of obtaining critical information about violence outcomes before participants dropped out.

The results of the randomized experiment, in which participants were randomized to either receive the survey with the original section order or the survey with the sections reordered, showed that moving up the violence section did, in fact, have a significant effect not only on violence section completion rates but also survey completion rates as a whole. While we still do not have an answer on the exact reason for this effect, these results at least shed some light on the plausibility of some of our hypotheses. For instance, it is important to note that participants who were randomized into the new order were still eventually shown the gender norms section, presented in the same matrix format as for control group participants. The fact that these participants still completed this and other sections at a higher rate than the control group indicates that our hypothesis regarding the appearance of the section being responsible for dropouts was incorrect.

Limitations and Future Research

The findings of this analysis show that efforts to understand online survey dropouts in terms of whether participants leave the survey and if so at which points, and consequently adjust survey characteristics based on these conclusions, can reduce the risk of participant dropout and the loss of important information on surveys' primary topics of interest. However, this analysis has several limitations that must be acknowledged.

First, this analysis was limited in its examination of possible causes of dropout from the survey related to participant characteristics. The initial attrition analysis presented in this paper could be enhanced not only by testing for significant differences in attrition rates by sociodemographic characteristics beyond age and gender (e.g. ethnicity, education levels), but also by participant responses to other questions. For instance, if participants with certain responses in the gender norms or household dynamics sections dropped out at particularly high rates in the violence section, this could be an indication that the wording of the violence questions is biased and needs to be adjusted to avoid having certain types of participants drop out.

A second limitation is that this analysis only tests for the influence of section order on participant dropout and does not test for the influence of other types of survey characteristics such as survey length, question relevance, or question format. Experiments of the type described in this paper could be greatly enhanced by introducing more than one treatment arm to try to further isolate the true cause of dropout from particular sections. For the gender norms section discussed in this paper, for instance, a randomized group of participants could be presented with the same questions in a different, non-matrix format to test whether it was the busy appearance of the section that led them to drop out.

Further, introducing a qualitative component to the procedure proposed in this paper could also provide more concrete explanations for high rates of dropout in certain questions and sections, related to either participant or survey characteristics. Future work on this could involve having focus groups or individual participant interviews during the survey piloting phase to capture participants' thoughts on questionnaire sections with high attrition rates.

Conclusion

Web-based surveys are here to stay and will likely become more common in the future due to the benefits they provide in terms of cost-effectiveness and convenience. Analysis of dropout attrition is an effective monitoring strategy for researchers to understand the probability that the target group of the study will finish the survey and identify the sections or questions where the higher percentage of participants are dropping out. Conducting hazard and survival analyses and implementing randomization of survey sections during the piloting stage could be established as a best practice for online surveys and could aid researchers in designing a survey that has the highest probability of completion, minimizing the loss of important information.

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Appendix 1.

Normas de Género						
<p>Las normas de género son creencias y reglas sociales que determinan los comportamiento y manera de actuar de las personas dentro de una relación de pareja, en una familia y en la sociedad. Nos interesa conocer, cuál es tu percepción sobre cómo las personas deberían de comportarse ante de ciertas situaciones.</p>						
<p>* 72. Por favor, señala en que grado estás de acuerdo o en desacuerdo con las siguientes oraciones:</p>						
	Completamente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Completamente de acuerdo	No quiero responder
Cuando las mujeres ganan derechos, se los están quitando a los hombres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La equidad de género, entendida como que las mujeres y hombres son iguales, han tenido buen avance (se ha logrado que las mujeres tengan acceso a los mismos derechos que los hombres)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Una esposa debería obedecer a su marido, aún cuando no está de acuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En ciertas ocasiones, las mujeres merecen ser golpeadas por sus parejas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es importante para el hombre demostrarle a su pareja quién es el jefe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es trabajo de los hombres ser líderes, no de las mujeres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Una mujer debería ser libre de escoger a sus amistades, aún si su pareja no está de acuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un hombre debería ser libre de decidir qué le gustaría hacer en su tiempo libre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

