

# Using the questionnaires

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Each questionnaire you want to use for your project should be completed by participants near the beginning and near the end of the project.

The Early Years tools should be completed by a regular attendee at the sessions (e.g. a practitioner, music leader or parent) at the beginning and the end (ideally the same person will fill it out at the beginning and end). The Music Leader tools should be completed by the music leaders and trainees involved in the project at the beginning and the end.

If you want to demonstrate change that has happened because of your project, it is important that you record the responses near the beginning and near the end so you can calculate the difference.

It is important to use the same ID number on the questionnaire so you can match the responses at the beginning and end of the project. Ask the participants to complete the questionnaire, or spend some time filling it out with them as necessary. Then store the questionnaires somewhere secure before putting the results into an Excel spreadsheet.

All the questions are on 'likert scales' scored from 5 (strongly agree) to 1 (strongly disagree) which makes it easy to store the numbers and calculate 'mean scores' (averages) for your sample overall. Each scale has five questions, so the maximum a person can score on each scale is 25 (35 for the scales that also have a ladder question) and the minimum on each scale is 5 (or 6 for the ladder scales). The total number of questions

you will ask depends on how many scales you use (which is decided by what outcomes you are looking to measure).

When putting your questionnaire data into Excel, store the ID number in the first row, enter the date of the first survey, and the date of the follow up survey (you can put all the data in at once at the end, or put it in when you get it and enter the follow up data at a later stage - the latter is recommended). The next step is to put the individual score for each question in each of the associated columns. There is also a total score column which will tell you about each scale as a whole (e.g. how have people's musical ability overall changed).

You can work out 'where people are' on each scale by looking at the 'baseline scores' (how they scored early on in the project) - this might be a useful way to know what elements you want to focus on in delivery (e.g. if all your participants are scoring low on the 'opportunities in your area' ladder question, you could encourage music leaders to focus on this in discussions with participants).



## Question means

The next step is to figure out mean (average) scores for each question.

Add up all the scores in a column under a particular question and divide the total by the number of responses you have, this tells you where your participants are overall in relation to each question.

*Example – The first question on the musical development scale tells us how participants feel about their musical ability. 'Dougie' rated himself 2 at the beginning, so we can work with Dougie to try and improve his score by the end. There are 24 other people on the project. By adding up Dougie's score with everyone else's and dividing it by 25, the overall score for question 1 (self rated musical ability) is 2.4 at the start of the project. By repeating the same task at the end you can observe change (indicating musical ability).*

## Scale means

Do the same thing for your 'total score' column and this will tell you where your participants are for each scale overall.

*Example - For the musical development scale, you might find that, overall, your participants are scoring around 9 or 10 at baseline (Scale Mean), but after 10 sessions, when you collect the follow up data, the average score is 13 or 14 (don't be scared of decimals - they just tell you whether it's closer to 13 or 14!). This is a really interesting finding - it seems that there is some clear development in overall musical ability as a result of your project. This might not happen, but by looking at question means you will see whether there have been changes in some respects but not others.*

**N.B.** The scores won't always go up. Maybe the participants were overestimating their musical ability in the beginning, and the project has made them realise that they don't think they have much ability overall compared to others or the music leaders. This is completely fine and to be expected. When presenting the results of your surveys you can discuss this as one of the explanations - you'll probably also have lots of juicy qualitative data that will help to explain the findings anyway. The point to remember is that this is a research exercise and there will be results you didn't expect.

If you subtract the baseline scores from the final scores, you will see the difference (this could be + or -), which is a good way to finish the analysis (e.g. overall musical ability for the group increased by 3 points). Again you can present this at a question level or scale level as appropriate.

