

Quantitative Data Collection Techniques

In contrast to qualitative data quantitative data are numerical .

- Counted, calculated tallied and rated.
- Also ratings of ones feelings, attitudes, interest or perceptions on some sort of a numerical scales.
- Includes, surveys, questionnaires, checklists, rating scales, tests, and other formal types of measurement.

Surveys

- Refers to a collective group of quantitative data collection techniques that involves the administration of a set of questions or statements to a sample of people.
- Can be administered verbally. Which tahn makes a type of Interview although the resulting data are numerical insted of narrative

Questionnaires

- Surveys that are administered in written form, where the researchers ask participants to answer a series of questions or respond to a series of statements and return their responses to the researcher.
- Open ended questions- individual provides their own responses
- Closed response rating scales – individuals select their responses from a set of options provided for them

Example of closed response question

- What is your favourite subject in school?
 - English
 - Mathematics
 - Science
 - Social studies
 - Other

Open ended question

- What is your favourite subject in school?
- Here we can have a wide variety responses

Rating Scales

- Likert scale – begins with a statement and then ask individuals to respond on an agreement on an agree/ disagree continuum
- 5 point scale
- 1- strongly agree
- 2-disagree
- 3-no option
- 4-agree
- 5- strongly agree

Portion of Rating Scale Instrument Depicting a Likert Scale

<p>Teacher Evaluation of Inclusive education when dealing with special needs at school. Several statements about how your teacher deals with special students are listed below. Please circle the number, using code below that describes how much you agree with each statement. Your response will be anonymous; please respond to each statement as honestly as you possibly can and by circling only one number for each statement.</p>					
1 _____	2 _____	3 _____	4 _____	5 _____	
Strongly Disagree	Dis-agree	No Opinion	Agree	strongly Agree	
1.I have ample knowledge of The framework for self-evaluation of conditions of education (Index for inclusion)	1	2	3	4	5
2. I'm fully versed with all the component of The framework for self-evaluation of conditions of education (Index for inclusion)	1	2	3	4	5
3. Frame work for self-evaluation of conditions of education (Index for inclusion) covers nearly all aspects of inclusive education	1	2	3	4	5
4. Frame work for self-evaluation of conditions of education (Index for inclusion) is very important tool in achieving inclusive education	1	2	3	4	5
5. My schools accommodates all categories of special needs	1	2	3	4	5
6. Our teachers have knowledge of how to diagnose children with special needs	1	2	3	4	5
7.Our Teachers helps those students who needs special needs	1	2	3	4	5
8. The services provided by our school for special needs is excellent	1	2	3	4	5
9. Teachers at my school are ignorant about special needs	1	2	3	4	5
10 Our teachers knows lots of strategies to deal with students with special needs	1	2	3	4	5
11 Teachers are very much hesitant to take any action when dealing with special needs students	1	2	3	4	5
12. The services provided by our schools cover all categories of special needs	1	2	3	4	5
13. The diagnostic assessment carried out for special needs matches' students' disability.	1	2	3	4	5
14. Our school does networking with other schools, special education centers, Psychological centers, for betterment of students with special needs	1	2	3	4	5
15. Our school collaborates with other stake holders of education	1	2	3	4	5

Likert type scale

- It also exist on a continuum
- But something other than extent of agreement is being measured
- It might require participants to respond on a scale that examines quality (excellentpoor)
- Frequency of occurrence (always.... Never)
- Level of comfort(very comfortable... Not at all comfortable)

Teacher assessment of students adjustments to school

- Directions. Please list all students on the eight characteristics listed as they relate to the beginning of school. Use the numbered scale listed below. In addition feel free to add any comments that would aid in describing the adjustments of the students.

1 2 3 4 5

.....

Not at all some of the time All of the time

Adjustment indicators

Student Name	Fearful	Good peer relation	Cries easily	Frustrated

Checklist

- A list of behaviors characteristics and skills or other entities that a researcher is interested in investigating

Inclusive special needs Check list

Students Name: _____

Class: _____

Date: _____

Inclusive and special needs behaviors	Observed	Not Observed
1.Student is often scared to participate in the class		
2. Spends recess time and lunch time alone		
3. Is always sad and have a poor self esteem		
4. Does not participate in group work		
5. Does not interact with students		
6. Poor assertiveness skills in the child		
7.Physical differences in the child		
8. Learning difficulty in the child		
9. The child is hyper -active		
10. Is the child being laughed at school/class		