

MAKING SENSE OF YOUR RESULTS FOR AN INITIAL SURVEY

This guidance helps you make sense of results from an initial survey.

Interpreting your results may seem daunting but if you follow our guidance it shouldn't be!

There are three parts to making sense of your results:

1. Familiarise yourself with the presentation of the results

Download your report and understand its contents.

2. Identify patterns in your results

Ask questions about what you see in your report, and the differences you see when you filter your results.

3. Explain these patterns

Ask questions about why you see these patterns. Understand your results in context.

Each of these steps is explained below.

If you have completed a follow-up survey, you need to refer to our guidance specifically for that purpose.

Before you begin, follow these simple tips...

- Have an open mind. It is important to be honest and not expect just to find what you want to find. Whatever your results say, they will tell an interesting story.
- Get a second opinion. It's always useful to have someone else discuss your results with. If you can, get a colleague to help you.
- Ask the simple questions first. You don't want to miss anything obvious or become lost in the detail.
- Think about your results in context. Remember that every survey is unique so you are usually best-placed to explain your results. However, there may also be external factors that you need to consider.
- Write down your observations. You don't want to forget them!

1. Familiarise yourself

Print out your report and read through it. You will see that it has four sections.

- Summary – this gives a snapshot of your sample and the results for the whole group.

- Sample – this describes the characteristics of the group of young people who completed your survey, based on the information that you chose to collect.
- Your results – this presents the results of NPC's Well-being Measure for the young people who completed the survey. Graph 1 shows the well-being of the whole group and Graph 2 and 3 show male and female participants. It also includes guidance on how to interpret the graphs.
- Appendix – this contains numbers behind the results shown in the graphs.

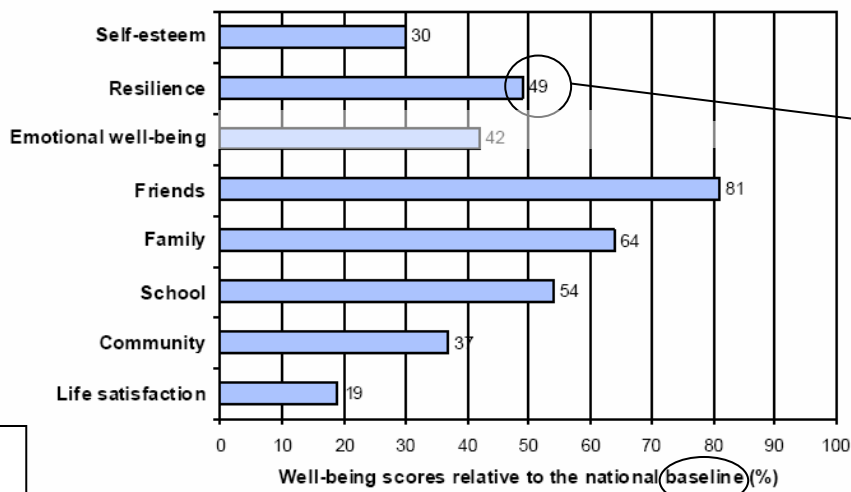
Now take a closer look at the graphs. The guide overleaf describes how to interpret the graphs and is a copy of page 6 of your report. All the numbers behind the graphs are in the report's Appendix.

Once you've familiarised yourself with presentation of the report, you can begin to analyse your results.

How to interpret the graphs—initial survey only

The title of the graph shows who these results apply to. It might be the whole sample or a group within the sample (for example, girls).

Graph 1: The well-being of the whole sample



The blue bar shows the group's average well-being score.

Scores are shown as percentages and are relative to the national baseline.

The national baseline is a sample of young people from across the UK, used to put your results in context.

For example, if your results show a self-esteem score of 30%, it means that 30% of the national population has lower self-esteem than your group and 70% of the population has higher self-esteem than your group.

On each graph, the baseline is adjusted to account for the age and gender of young people surveyed.

For more information, see Appendix 3.

Aspect of well-being	Level of well-being	Category
Self-esteem	The group has a low level of self-esteem.	Very low (Sad face)
Resilience	The group has a medium level of resilience.	Low (Neutral face)
Emotional well-being	The group has a medium level of emotional well-being.	Medium (Neutral face)
Satisfaction with friends	The group has a very high level of satisfaction with friends.	High (Happy face)
Satisfaction with family	The group has a high level of satisfaction with family.	Very high (Happy face)
Satisfaction with school	The group has a medium level of satisfaction with school.	Low (Neutral face)
Satisfaction with community	The group has a low level of satisfaction with community.	Very low (Sad face)
Life satisfaction	The group has a very low level of life satisfaction.	Very low (Sad face)

Each well-being score is divided into five categories:

- Very high: above 80%
- High: 60% to 80%
- Medium: 40% to 60%
- Low: 20% to 40%
- Very low: below 20%

2. Identify patterns

By now you will have a basic understanding of your results.

At this stage, the most important thing is to ask the right questions and be structured about what you do.

We recommend that you begin by asking three simple questions, which are outlined below. There are many ways to approach interpreting your results but we think that these provide a straightforward and logical starting point for analysis. As you become more familiar with the tool, you can adopt your own approach.

Question 1: Are your group's scores high, medium or low?

Each aspect of well-being is given a score from 0 to 100. Scores of 0-20 are very low, 20-40 low, 40-60 medium, 60-80 high, and 80-100 very high.

How does your group score overall? Are there more high scores or more low scores?

Write down your observations.

Question 2: How do the scores for the aspects of well-being differ?

Look at the difference between scores on the same graph. Does the group score higher on one aspect of well-being than the others? Are there any results that stand out?

For example, is there a difference between scores for self-esteem and scores for relationship with family or friends?

Write down your observations.

Question 3: Are there differences between subgroups?

Your report contains a graph that has overall scores for the whole group, and then two graphs for boys and girls.

Use the filtering tool to look at the differences between other subgroups, using the tag questions you entered when setting up your survey. Go to the 'View results' screen for the survey and select the tag you want using the drop down boxes. Please be patient while the page loads.

What differences can you see between groups? Which groups have the highest scores and which have the lowest? Are there any areas of well-being that differ between subgroups?

Write down your observations.

3. Explain your results

The next step is to ask why you have observed the patterns. The answers to this question will depend on the group you have chosen to survey. It will also be influenced by how and when you delivered your survey.

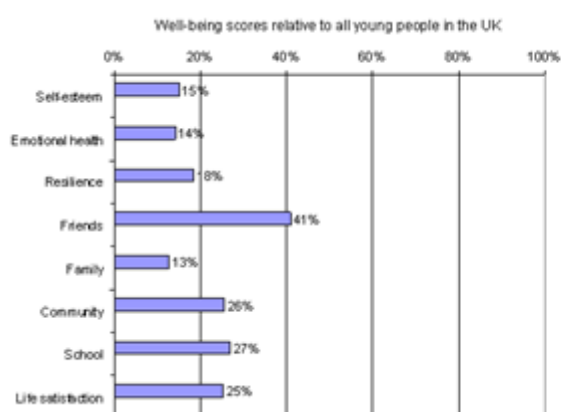
There are many reasons why you have got the results that you have, most of which will be unique to your project. The best way to illustrate this is with an example – see overleaf. In addition, below we describe two of the general issues that you should consider when explaining your results.

Results as a reflection of the characteristics of your group

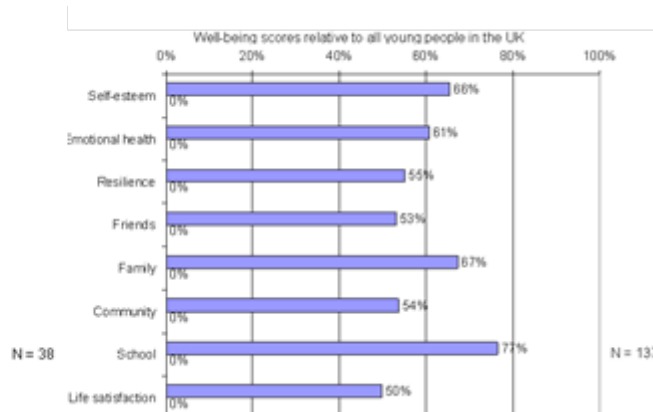
You can expect the characteristics of the young people you work with to show up in the results of your survey. For example, if you work with a particularly disadvantaged group of young people you might find this reflected in your scores.

Graph 1 shows the well-being scores for a group of homeless young people. Graph 2 shows a group in a mainstream school. As you can see the homeless young people's scores are much lower than the school.

Graph 1: Survey of a group of homeless young people



Graph 2: Survey of a group in a mainstream school



When looking at your results, consider whether they might have been affected by bias in who filled out the survey. Did all participants complete the survey? Are there some groups that are over-represented in the survey? If so, expect this to be reflected in the results.

Results as a snapshot of young people's well-being

Remember that your survey shows the well-being of your group at a particular point in time. The questions ask young people to rate how they feel about their lives as they are now.

As a result there may be external factors or events that influenced the results that you should think about. Did you ask children to fill out the survey at a time when they were particularly unsettled or excited? Was there any external event, such as a holiday, that might have affected how they answered? If so, you should take this into account when judging the scores.

Further help

If you would like our help interpreting your results, you can contact us about NPC's consulting services. Email us at wellbeing@thinknpc.org.

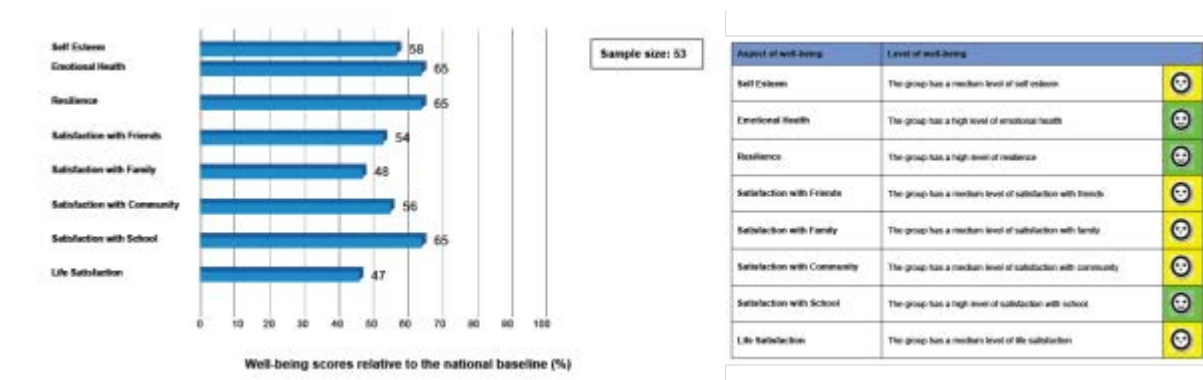
Example – Project Wildfire

Project Wildfire is a charity that runs three-week activity courses for young people outside school. It aims to help them to develop new skills and improve self-esteem by giving them new experiences and building friendships. Young people undertake a mixture of outdoor activities and classroom-based projects, and work together as a team.

Overall results

Below are the results from a survey, with 53 young people before working with Project Wildfire. Young people were age 13 and 14 and were chosen by their school to participate in the project. All young people were from the same school. The survey was completed a week before the project began.

Graph 3: Overall results



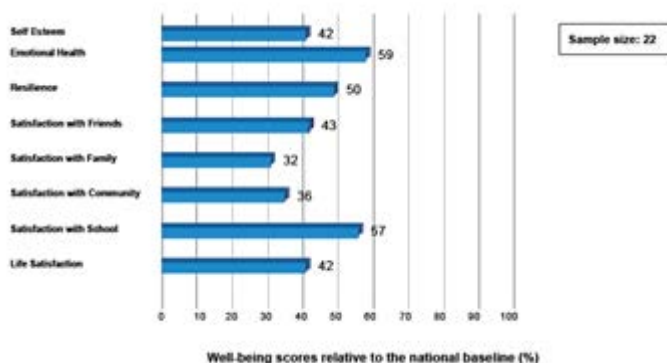
Overall, the group shows high scores in three aspects of well-being, and medium scores in five. There are no low scores.

The highest scores are for emotional well-being, resilience and satisfaction with school, and the lowest scores are for satisfaction with family and overall life satisfaction.

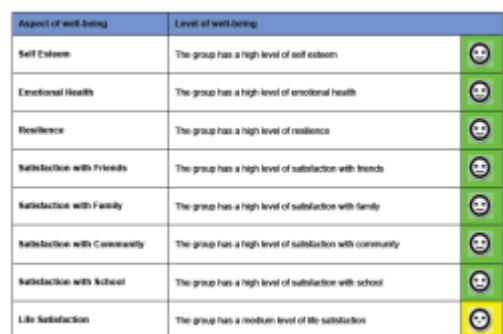
Differences between subgroups

The survey contained a tag question on whether the young people were eligible for free school meals, a common indicator of poverty, and which allows us to divide the sample. The two graphs below show the results divided into two groups: those young people that are eligible for free school meals and those that are not.

Graph 4: Young people eligible for free schools meals



Graph 5: Young people NOT eligible for free schools meals



There is a clear difference between these two subgroups: young people eligible for free school meals score lower than those not eligible on every aspect of well-being.

After you learn more about the project, the difference between the subgroups is unsurprising. The school deliberately sent a mixture of young people on the course from different ends of the spectrum of social disadvantage. This is clearly reflected in the scores.

This survey sets a 'baseline' for measuring the change over the course of Project Wildfire. The charity plans a follow-up survey in four weeks' time, shortly after the course is completed. This will allow Project Wildfire to see whether there has been changes in the overall group's well-being during their time on the course, as well as if there are any differences between the changes in the two subgroups.

For the results of this second survey, see our guidance on making sense of your follow-up survey.

Further information

More examples and case studies will be published on our blog <http://wellbeingmeasure.wordpress.com>.