

**Subject: Management**

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**Paper:15 , Quantitative Techniques for Management Decisions**

**Module:3 Data Classification and Tabulation**



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## QUADRANT- I

### MODULE-3

#### DATA CLASSIFICATION AND TABULATION

Items	Description of Module
Subject Name	Management
Paper Name	Quantitative Techniques for Management Decision
Module Title	Data Classification and Tabulation
Module Id	Module No.-03
Pre- Requisites	Basic knowledge of Data Classification and Tabulation.
Objectives	To study the statistical data classification and tabulation with suitable examples.
Keywords	Statistic, Data Classification, Tabulation

Module-03 Data Classification and Tabulation
1. Learning Outcome
2. Introduction
3. Concept of Classification
4. Types of Classification
5. Primary Rules of Classification
6. Formation of Frequency Distribution
7. Class Intervals
8. Tabulation
9. Objective of Tabulation
10. Types of Table
11. Contents of a Table
12. Basic Principles of Tabulation
13. Sorting of Data
14. Summary

#### 1. LEARNING OUTCOME:

*After completing this module the students will be able to:*

- ❖ *Understand the Concept of classification and tabulation*
- ❖ *Describe the rules and types of classification*
- ❖ *Understand the frequency distribution*
- ❖ *Understand the class interval & its types*
- ❖ *Understand the basic principles of tabulation*
- ❖ *Describe the sorting of data*

## **2. INTRODUCTION**

After collecting and coding the desired data by the researchers the first step is to be taken is to classify and tabulate the data. The classification and tabulation provide a clear picture of the collected data and on that basis the further processing is decided. It is kind of sorting operation and can be repeated as many times as there are possible bases of classification. In another words we can say that it is a process of separating likes from the unlike with a view to present a condensed and homogeneous picture. Technically classification is a method of arranging data in groups or classes according to their similar attributes.

According to Connor (1997) defined classification as: “the process of arranging things in groups or classes according to their resemblances and affinities and gives expression to the unity of attributes that may subsist amongst a diversity of individuals”. Usually the Data can be collected through questionnaire, schedules or response sheets which need to be consolidated further for the purpose of analysis and interpretation. This process is known as Classification and Tabulation. We can include a huge volume of data in a simple statistical table and one can easily get an overview about the sample by observing the statistical table rather than the raw data. It is essential to tabulate the data to construct diagrams and graphs.

## **3. CONCEPT OF CLASSIFICATION**

Classification means to divide the data into a homogenous group. The collected data can be classified according to their characteristics. With the help of the following example it can be understand clearly:

- i. In a Department of Commerce boys and girls are studying in B.Com first year, second year and final year. So this data can be classified and tabulated according to their gender and class.
- ii. In a company men and women are working in different categories of job. The seniority of the employees varies from 1 year to 30 years. So as the classification and tabulation can be made according to their seniority.

## **4. TYPES OF CLASSIFICATION**

Classification is very important to concise the data without which data can not be further processed. Data can be classified according to the nature of the data and prevailed situations. Generally, in classification of data units having a common characteristics are placed in one class and, similarly the whole data are divided into a number of classes and thereafter it is tabulated further for statistical analysis and interpretation are possible. However, there is no hard and fast rule to make the classification of data but to understand if clearly it can be broadly classified in to six types as follows:

- i. Qualitative classification
- ii. Quantitative classification
- iii. Chronological classification
- iv. Geographical classification

#### 4.1 QUALITATIVE CLASSIFICATION

As it is clear by its name that qualitative data are classified according to the characteristics or attributes such as gender, education, religion etc. which we cannot measure and only find out the presence or absence of a particular attribute in an individual. This kind of classification can be understood by this example in which the number of schools has been shown according to the management of schools. So the schools have been classified into 4 categories, namely, Government Schools, Local Body Schools, Private Aided Schools and Private Unaided Schools. A given school belongs to any one of the four categories. Such data is shown as **Categorical or Qualitative Data**. Thus categorical or qualitative data result from information which has been classified into categories. Such categories are listed alphabetically or in order of decreasing frequencies or in some other conventional way. Each piece of data clearly belongs to one classification or category.

**Management-wise number of school**

S.No.	Management	Number of school
1	Government	4
2	Local Body	8
3	Private Aided	10
4	Private Unaided	2
	Total	24

#### 4.2 QUANTITATIVE CLASSIFICATION

This kind of classification refers to classification that is based on figures or in other words, which is based on such characteristics which are capable of quantitative measurement like height, weight, income, marks obtained etc. To understand this classification clearly here is an example in which the number of schools has been shown according to the enrolment of students in the school. Schools with enrolment varying in a specified range are grouped together, e.g. there are 15 schools where the students enrolled are any number between 51 and 100. As the grouping is based on numbers, such data are called **Numerical or Quantitative Data**. Thus, numerical or quantitative data result from counting or measuring. We frequently come across numerical data in newspapers, advertisements etc. related to the temperature of the cities, cricket averages, incomes, expenditures and so on.

### Numbers of Schools according to Enrolment

S.No.	Enrolment	Number of School
1	Up to 50	6
2	51-100	15
3	101-200	12
4	201-300	8
5	Above 300	4
	Total	45

#### 4.3 CHRONOLOGICAL CLASSIFICATION

In the chronological classification data are observed over a period of time. Such series are also known as time series because one of the variables in them is time. If the population of India during the last eight census is classified it will result in a time series or chronological classification. Time series are usually listed in chronological order, normally starting with the earliest period. The following table would give an idea of chronological classification.

Year	Birth Rate
2005	36.8
2006	36.9
2007	36.6
2008	34.6
2009	34.5
2010	35.2
2011	34.2

#### 4.4 GEOGRAPHICAL CLASSIFICATION

This kind of classification is based on geographical or location difference bases between the various items like states, cities, regions, zones, areas etc. Geographical classifications are generally listed in alphabetical order or listed by the frequency size to emphasis the importance of various geographical regions. The following table shows the geographical distribution.

States	Yield of Food-grains in (kg/acre)
Uttarakhand	36.8
Uttar Pradesh	36.9
Punjab	36.6
Haryana	34.6
Bihar	34.5
Jharkhand	35.2
Maharashtra	34.2

## 5. PRIMARY RULES OF CLASSIFICATION

The process of arranging data in groups and classes according to their similar attributes is an important task for which many important considerations have to be taken into account. However, an ideal classification should possess the following considerations:

- i. The number of classes should not be excessive.
- ii. There should not be any ambiguity in the definition of classes.
- iii. All the classes should preferably have equal width or length.
- iv. Magnitude of the class intervals should be as far as possible in multiples of 5 like 10, 15, 20, 25 etc.
- v. The class intervals should as far as possible be of equal size.
- vi. The classification must be suitable for the object of inquiry.
- vii. The classification should be flexible and items included in each class must be homogeneous.

## 6. FORMATION OF FREQUENCY DISTRIBUTION

Under the frequency distribution the number of times of particular variable has been counted is noted down and total is the frequency of that class. In other words we have just taken count the number of times a particular value is repeated which is called the frequency of that class.

If the value of a variable, e.g., height, weight, etc. (continuous), number of students in a class, readings of a taxi-meter (discrete) etc., occurs twice or more in a given series of observations, then the number of occurrence of the value is termed as the “**frequency**” of that value.

The way of tabulating a pool of data of a variable and their respective frequencies side by side is called a ‘**frequency distribution**’ of those data. Croxton and Cowden defined frequency distribution as “a statistical table which shows the sets of all distinct values of the variable arranged in order of magnitude, either individually or in groups, with their corresponding frequencies side by side”. This can be understood with the help of following example.

Lets us consider the marks obtained by 50 students of a class in Commerce

**Marks of 50 students of a class in Commerce**

56	58	60	60	59
57	56	60	60	59
64	57	54	71	71
65	64	55	54	66

68	65	63	55	54
67	68	65	64	55
62	67	68	66	64
62	62	67	72	65
58	58	62	69	68
58	59	61	61	72

If the raw-data are arranged in either ascending, or, descending order of magnitude, we get a better way of presentation, usually called an “array”.

**Array of Marks shown in table**

54	58	60	64	67
54	58	61	64	68
54	58	61	65	68
55	58	62	65	68
55	59	62	65	68
55	59	62	65	69
56	59	62	66	71
56	60	63	66	71
57	60	64	67	72
57	60	64	67	72

Now let us present the above data in the form of a simple (or, ungrouped) frequency distribution using the tally marks. A tally mark is an upward slanted stroke (/) which is put against a value each time it occurs in the raw data. The fifth occurrence of the value is represented by a cross tally mark (⊥) as shown across the first four tally marks. Finally, the tally marks are counted and the total of the tally marks against each value is its frequency.

**Frequency Distribution**

Marks	Tally Marks	Frequency
54	III	3
56	II	2
55	III	3
57	II	2
58	IIII	4
59	III	3
60	IIII	4
61	II	2
62	IIII	4
63	I	1
64	IIII	4

65	III	4
66	II	2
67	III	3
68	III	4
69	I	1
71	II	2
72	II	2
Total frequency	-	50

### 6.1 FORMATION OF DISCRETE FREQUENCY DISTRIBUTION

The statistical series define as the two variable quantities can be arranged side by side so that measurable difference in the one corresponds with measurable difference in the other, the result is said to form a statistical series". Statistical series may be either discrete or continuous. A discrete series may be formed from items which are exactly measurable. For example, the number of students getting exactly 40, 50, 60, 70 marks can be easily counted. But height or weight cannot be measured with absolute accuracy.

Discrete Series	
Marks	Number of Series
40	12
50	15
60	16
70	7

### 6.2 FORMATION OF A CONTINUOUS FREQUENCY DISTRIBUTION

Although the continuous series shows with the number of students with height exactly 5'-6" cannot be counted. Exact height will be either  $(5'-6"+0.01")$ , or  $(5'-6"-0.01")$ . Here, we are to count the number of students whose heights fall between 5'-0" to 5'-6". Such series are known as 'continuous' series. The following technical terms are important when a continuous frequency distribution is formed or data classified according to class intervals.

Continuous Series	
Height ( Inch)	Number of Series
54-60	15
60-66	14
66-72	9
72-78	12

## 7. CLASS INTERVALS

The difference between upper and lower limit of a class is known as class interval. For example in the class 100-200 the class interval is 100 (200 minus 100 = 100).

### 7.1 TYPES OF CLASS INTERVALS

There are different types of class intervals are given below:

- i. Inclusive Type
- ii. Exclusive Type
- iii. Open End Type
- iv. Unequal Class Interval

**Class Intervals**

<b>Exclusive Type</b>	<b>Inclusive Type</b>	<b>Open-end Type</b>	<b>Unequal Class Interval</b>
10-15	60-69	0-50	0-20
15-20	70-79	50-100	20-50
20-25	80-89	100-150	50-100
25-30	90-99	150-200	100-200
30-35	100-109	200-250	200-450
35-40	110-119	250-over	450-650

The different type of Class-intervals shows in the above table by different series of intervals, first the exclusive type like 10–15, 15–20. Similarly, 15 is included and 10 excluded (lower limit) in “above 10 but not more than 15” class-interval. In the exclusive type the class-limits are continuous, i.e., the upper-limit of one class-interval is the lower limit of the next class-interval and class limits of a class interval coincide with the class boundaries of that class-interval. It is suitable for continuous variable data and facilitates mathematical computations.

Similarly class-intervals inclusive types are like 60–69, 70–79, 80–89, etc. Here both the upper and lower class-limits are included in the class-intervals, e.g., 60 and 69 both are included in the class-interval 60–69. This is suitable for discrete variable data. There is no ambiguity to which an item belongs but the idea of continuity is lost. To make it continuous, it can be written as 59.5–69.5, 69.5–79.5, 79.5–89.5, etc.

In ‘open-end’ class-interval either the lower limit of the first class interval or, upper limit of the last class-interval, or, both are missing. It is difficult to determine the mid-values of the first and last class intervals without an assumption. If the other closed class-intervals have equal width, then we can assume that the open-end class-intervals also have the same common width of the closed class-intervals. Grouped frequency distributions are kept open ended when there is limited number of items scattered over a long interval. Unequal class-intervals are preferred only when there is a great fluctuation in the data.

## 8. TABULATION

Tabulation may be defined as the systematic presentation of numerical data in rows or/and columns according to certain characteristics. It is designed to simplify presentation of data for purpose of analysis and statistical inferences. The purpose of a table is to simplify the presentation and to facilitate comparisons. A statistical table may be a simple one or it may be a complex one, depending upon number of variable incorporated into it. This table may be one way or two ways or manifold. Following illustration is simple example of tabulation.

For example, during 2014-15, there were three faculties with 840 students in commerce, 660 in science and only 50 students in management. The percentage of males is 40%, 25% and 20% respectively in each subject stream. This data can be tabulated as follows

Faculty	Number of students		Total
	Male	Female	
Commerce	336	504	840
Science	165	495	660
Management	100	400	500
Total	601	1399	2000

## 9. OBJECTIVE OF TABULATION

The main objectives of tabulation are stated below:

- i. It simplifies complex data
- ii. It carry out investigation
- iii. It do comparison
- iv. It locate omissions and errors in the data
- v. It use space economically
- vi. It helps in reference

## 10. TYPES OF TABLE

In a broad way tabulation of data can be either simple or complex. In a simple tabulation information are related about one or groups or independent questions whereas in complex tabulation the data or the information are in two or more categories and as such is meant to give information about one or more sets of inter related questions. Tables may broadly classify into three categories as follows:

- i. **Simple Table or One Way Table:** In this type of table only one characteristic are shown. One way table supplies answers to questions about one characteristic of data only.

Gender	No. of respondents	% percent age total
Male	110	55
Female	90	45
<b>TOTAL</b>	200	100

- ii. **Two Way Table or Double Table:** Such tables give information about two interrelated characteristics of a particular phenomenon.

Category	Less no. of students	% percentage	High no. of students	% percentage
Commerce	130	65	400	76.92
Management	70	35	120	23.08
<b>Total</b>	200	100	520	100

- iii. **Three Way Table:** If three interrelated phenomena are to be studied there would be three way tables. A three way table can answer questions relating to three interrelated problems.

It should be remembered that as the number of characteristics represented increases the table becomes more and more confusing and as such normally not more than four characteristics should be represented in the same table.

Category of Classes	B.Com			M.Com		
	Low	Middle	High	Low	Middle	High
<b>Gender</b>						
Male	30	70	80	10	15	35
Female	40	50	110	20	25	20
<b>TOTAL</b>	70	120	190	30	40	55

## 11. CONTENTS OF A TABLE

- i. **Table number:** Each table should be numbered should be easy identification and future reference.
- ii. **Title:** Every table should have a title which is generally given at the top of the table in the center.
- iii. **Captions:** A caption generally has a main heading and a number of small subheadings.
- iv. **Stubs:** It refers to the headings of the horizontal rows and return on the left hand side of the row.
- v. **Body:** It contains the statistical data which have to be presented.
- vi. **Headnote:** It refers to the data contained in the major part of the table and it is placed below the title of the table.

- vii. **Footnote:** Footnotes are given below the table and are meant to clarify anything which is not clear from the heading, title, stubs and caption.

## 12. BASIC PRINCIPLES OF TABULATION

- i. Tables should be clear, concise & adequately titled.
- ii. Every table should be distinctly numbered for easy reference.
- iii. Column headings & row headings of the table should be clear & brief.
- iv. Units of measurement should be specified at appropriate places.
- v. Explanatory footnotes concerning the table should be placed at appropriate places.
- vi. Source of information of data should be clearly indicated.
- vii. The columns & rows should be clearly separated with dark lines.
- viii. Demarcation should also be made between data of one class and that of another.
- ix. Comparable data should be put side by side.
- x. The figures in percentage should be approximated before tabulation.
- xi. The alignment of the figures, symbols etc. should be properly aligned and adequately spaced to enhance the readability of the same.
- xii. Abbreviations should be avoided.

## 13. SORTING OF DATA

Sorting of data is the last process of tabulation. It is a time-consuming process when the data is too large. After classification the data may be sorted using either of the following methods:

- i. **Manual method:** It is done by hand with the help of giving tally marks for the number of times each event has occurred. Next the total tally marks are counted. The method is simple and suitable for limited data.
- ii. **Mechanical and electrical method:** To reduce the sorting time mechanical devices may be used. This is described as mechanical tabulation. For electrical tabulation data should be codified first and then punched on card. For each data a separate card is used. The punched cards are checked by a machine called '**verifier**'. Next the cards are sorted out into different groups as desired by a machine called '**sorter**'. Finally, the tabulation is done by using a tabulator. The same card may be sorted out more than once for completing tables under different titles.
- iii. **Tabulation using electronic computer:** It is convenient to use electronic computer for sorting when (a) data are very large; (b) data have to be sorted for future use and (c) the requirements of the table are changing. Such tabulation is less time-consuming and more accurate than the manual method.

## 14. SUMMARY

Statistic is the branch of mathematics concerned with collection, classification, analysis, and interpretation of numerical facts, for drawing inferences on the basis of their quantifiable probability. It can be interpreting aggregates of data too large to be intelligible by ordinary

observation because such data tend to behave in the regular, predictable manner. However, the numerical figures called 'data' obtained by counting, or, measurement. It means collection, classification, presentation, analysis, comparison and meaningful interpretation of 'raw data'. Whereas, in advanced phenomena numbers of researcher were used advanced tools of statistics with systematic manner. In addition, the efficient functioning of various classification and tabulation tactics is shown in this module. In this module various methods of classification and tabulation has been discussed in detail. The major prominence in this module is on discussing statistical data classification and tabulation with suitable examples.