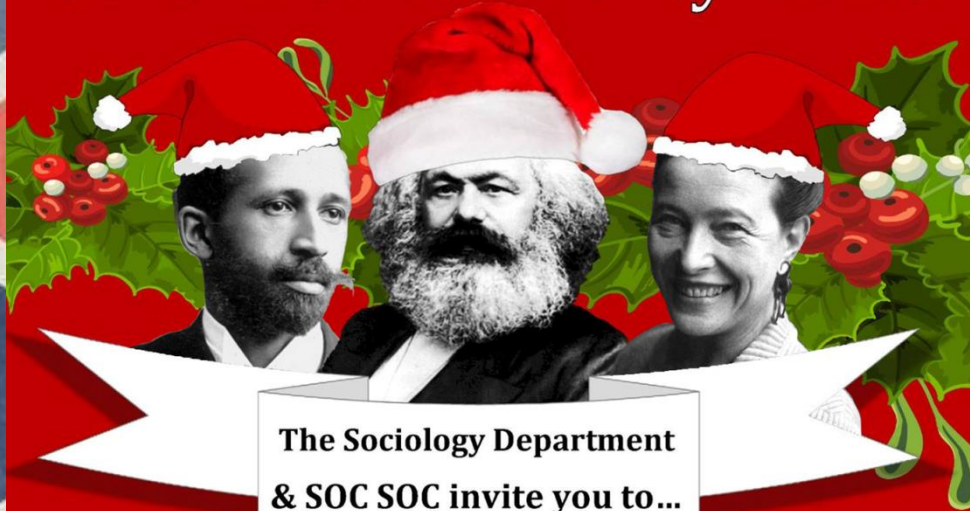




SC101 Researching Social Life I
Week 8: Data Collection II,
Quantitative Data

Dr. Neli Demireva
Department of Sociology

It's Christmas Party Time!



The Sociology Department
& SOC SOC invite you to...

Frangos

Thursday 8th December, 8pm-1am

Food, DJ and FREE BAR (until funds run out)

All welcome (UG/PG students & staff)



Dress to impress Christmas Style!

TICKETS Students £5 Staff £10 available online from

<http://tinyurl.com/jc24n9m>

Assignment 1: 25% week 10

- Building your research project: Combine research area + relevant method (2000 words)

So far, we have looked at examples of other people's research and have discussed how researchers use particular methods, what design they have chosen and why.

For this assignment, you need to see yourself as a researcher, choose a topic and a relevant method.

- **Structure of the report**

1. Introduction: Describe your research question and why it is of sociological interest.
2. Literature review – what have other researchers done
3. Discussion of the Research Design you have chosen. Why this design?
4. Which method would you choose to implement this design? What sampling technique would you use?
5. Discussion of possible shortcomings of this study (how would it relate to previous research, what are the weaknesses)
6. Conclusion: what the potential impact of this research will be.

Reference List: 10 to 15 references

Examples of Previous work:

- Student Resource Centre (5A.307)
- Our Undergraduate Journal: <https://www.essex.ac.uk/sociology/ug/ideate.aspx>

What is Secondary Analysis?

Primary data is data we collect ourselves and **Secondary** data is that collected by others.

Secondary analysis is done on secondary data.

In other words, someone else gathered the data – for their own purposes – and then we analyse it for our own purposes.

Advantages of Secondary Analysis

1. Saves money and time
2. Offers high quality data (*many 3rd year projects fail because of inadequately gathered data!*)
3. **Enhance your analytical and**
4. **research skills using secondary data analysis (employability)**
5. Gives an opportunity for longitudinal analysis
6. Allows subgroup or subset analysis
7. Gives an opportunity for cross-cultural studies
8. Allows more time for data analysis
9. Enables the application of recent theory to old data
10. Gets more value from the original data

...but there is a down-side...

1. You need to become familiar with how the data was collected, coded and managed
2. The data can be very large and complex
3. The quality of the data should never be taken for granted
4. Variables important to your analysis might be missing

UK Data Service

- What is the UK Data Service?
- a comprehensive resource funded by the ESRC
- a single point of access to a wide range of secondary social science data
- support, training and guidance
- listen to the recorded webinars at ukdataservice.ac.uk/news-andevents/webinars.aspx



Official Statistics

- Collected by agencies of the state, in the course of their business
 - e.g. the Employment Service compiles data for the level of unemployment
- Advantages over quantitative data from surveys
 - reduced time and cost
 - no problem of reactivity
 - cross-sectional and longitudinal analysis
 - cross-cultural analysis

Problems with the *Reliability* and *Validity* of Official Statistics

- ***Reliability***

- definitions, categories and allocated resources change over time
- reflects priorities of agencies/organizations
- e.g. changing definitions of crime

- ***Validity***

- variation may be caused by factors not studied by official reports
- the ecological fallacy

What is Ecological Fallacy?

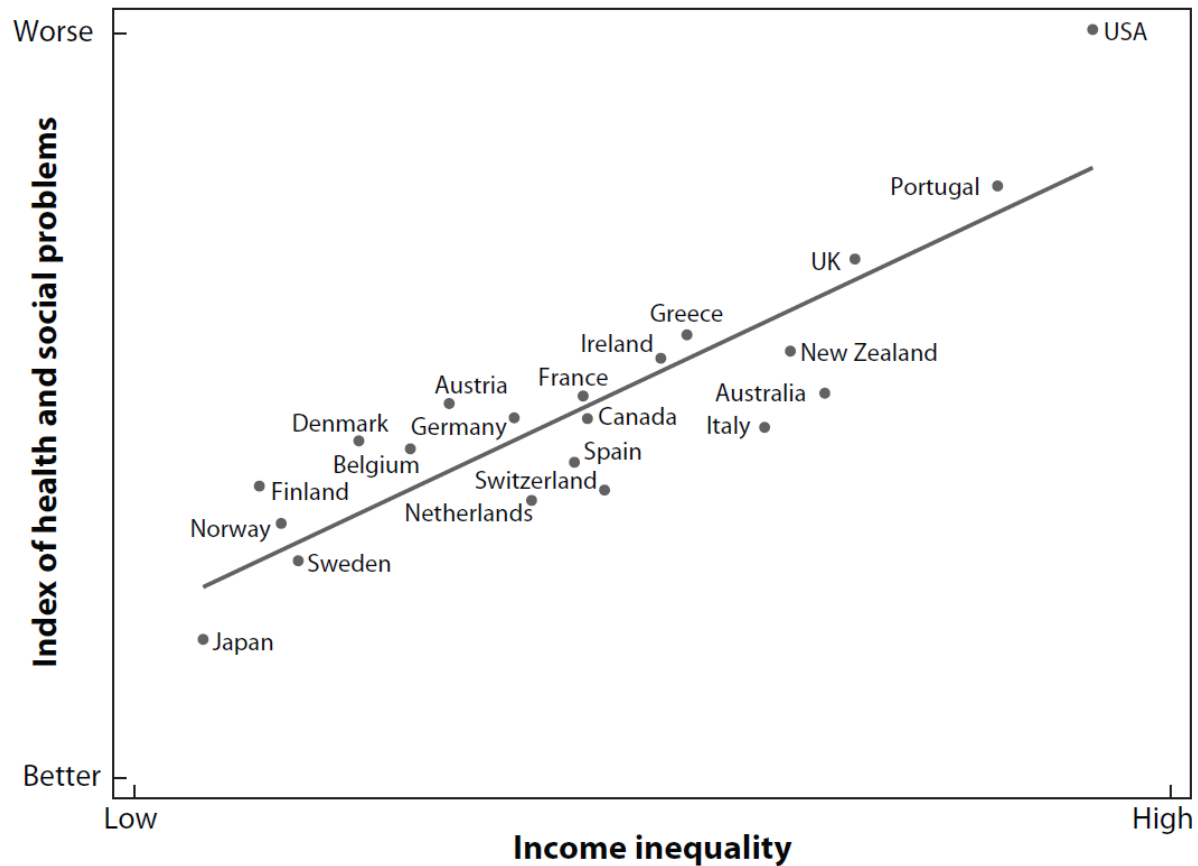
- **Definition:** It is the error of assuming that inferences about individuals can be made from findings relating to aggregate data.
- For example, official statistics might demonstrate a higher incidence of crime in regions with high concentrations of ethnic minorities but the members of the minority groups might not be responsible for the high level of crime.

Research in Focus: Wilkinson and Pickett (2009)

Research Observation: Societies with lower income inequality have better health.

- **First Step**: Establish if this pattern is really true.
- **Second Step**: What factors can explain this relationship (with grave policy implications)?

Inequality and Health: The Evidence



Inequality and Social Problems: The Evidence

Table 1 Associations of social problems with income inequality^a

| Outcome | International comparison | U.S. state comparison | Key sources |
|-------------------------|--------------------------|-----------------------|--|
| Homicide—adults | + | + | Hsieh & Pugh 1993, Kaplan et al. 1996, Kennedy et al. 1996 |
| Homicide—juvenile | n.a. | + | Pickett et al. 2005b |
| Violent crime | + | + | Hsieh & Pugh 1993, Kaplan et al. 1996, Krohn 1976 |
| Property crime | ~ | ~ | Krohn 1976, Kelly 2000 |
| Conflict—children | + | n.a. | Pickett et al. 2005b |
| Obesity—adults | + | + | Pickett et al. 2005a, Wilkinson & Pickett 2009 |
| Overweight—children | + | + | Pickett & Wilkinson 2007 |
| Math and reading scores | + | + | Kaplan et al. 1996, Pickett & Wilkinson 2007 |
| School drop-out rate | n.a. | + | Kaplan et al. 1996, Pickett & Wilkinson 2007 |
| Racism | n.a. | + | Kennedy et al. 1997 |
| Smoking | ~ | ~ | Diez-Roux et al. 2000, Pampel 2002 |
| Suicide | ~ | ~ | Lester 1987, Andres 2005, Kowalski et al. 1987 |
| Teenage births | + | + | Gold et al. 2001, Pickett et al. 2005b |
| Child well-being | + | n.a. | Pickett & Wilkinson 2007 |

Average Income per Person Does Not Explain this Association (1)



Figure 3

Average Income per Person Does Not Explain this Association (2)



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Your resource for quality social research data

A unified point of access to data from ESDS, Census Programme, Secure Data Service and others.

ST00

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Search and browse our data collection, support guides, case studies and related publications

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Data Website

LATEST TWEETS

UKDataService RCUK's revised Policy on Open Access now online, to be in effect this month. <https://t.co/JkXousFv44D> @research_uk #openaccess

UKDataService @Barnard17 There are lots of population statistics available via @ONS and @EU_Eurostat. Sent a list of links to your blog. Good luck!

UKDataService RT @Censusacuk <https://t.co/JGVRH4SO2m> is now Census Support

LATEST NEWS

Call for papers: Opinions and Lifestyle Survey user meeting

European Social Survey invites EU data users to visit and learn

Digital Futures: Your input needed on data digitalisation

UK Data Service featured in Royal

OUR DATA COMMUNITY

The UK Data Service is at the core of a network of trust that includes data owners, producers, funders and users.

Who can most benefit from the data we hold?

- Academic researchers and students
- Government analysts
- Charities and foundations

QUICK ACCESS TO

- Key data
- Census Support
- Information for new users
- Frequently asked questions

Integrates ESDS, Survey Question Bank and Census.ac.uk

UK Data Service

ukdataservice.ac.uk

Data Sources

Overview service

Kinds of data:

UK Surveys

large-scale
government
funded
surveys

Longitudinal

major UK
surveys
following
individuals
over time

International

multi-nation
aggregate
databanks
and survey
data

Census

Census data
1971 – 2011

Business

microdata

Qualitative

range of
multimedia
qualitative
data sources

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Examples (1)

UK surveys - examples

- Labour Force Survey, 1973-
- Skills and Employment Surveys Series Dataset, 1986, 1992, 1997, 2001, 2006 and 2012
- British Social Attitudes Survey, 1983-
- General Lifestyle Survey (previously known as General Household Survey), 1971-2012
- Integrated Household Survey, 2009-

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Examples (2)

International data - examples

- Africa Development Indicators
- World Bank
World Development Indicators
- OECD
Education Statistics

"The primary school completion rate for eight Sub-Saharan countries (Benin, Burkina Faso, Chad, Guinea, Madagascar, Malawi, Mozambique and Niger) more than doubled between 1990 and 2009."

Table X.5
Typical graduation ages in tertiary education

| | Tertiary-type B (ISCED 3B) | All programmes | Tertiary-type A (ISCED 3A) | | Advanced research programmes (ISCED 3) | |
|-----------------|----------------------------|----------------|----------------------------|--------------|--|-------|
| | | | 3 to less than 5 years | 5 to 6 years | | |
| Australia | xx | a | 20-21 | 22-23 | 24 | 23-29 |
| Austria | xx | a | 22 | 23 | a | 25 |
| Belgium | xx | a | xx | xx | xx | 25-29 |
| Czech Republic | 22 | a | 22 | 24 | a | 26 |
| Denmark | 21-21 | a | 22-24 | 23-26 | 23-30 | 30 |
| Finland | 21-22 | a | 25-29 | 25-29 | 30-34 | 29 |
| France | 20-21 | a | 20-22 | 22-24 | 23 | 22-26 |
| Germany | 21 | a | 25 | 26 | a | 28 |
| Greece | 20-21 | a | 21-22 | 22-24 | a | 24-31 |
| Hungary | 20-22 | a | 22-24 | 23-26 | 26-27 | 16-34 |
| Indonesia | 22-24 | a | 23 | 23 | 27 | 29 |
| Ireland | 20 | a | 21 | 23 | 24 | 27 |
| Italy | 22-23 | a | 22 | 23-25 | 25-27 | 27-29 |
| Japan | 20 | a | 22 | 24 | a | 27 |
| Korea | xx | a | xx | xx | xx | 26 |
| Mexico | 20 | 16-26 | 22 | 24 | 25 | 26 |
| Netherlands | xx | a | xx | xx | xx | 25 |
| New Zealand | 20 | 21 | xx | xx | xx | 28 |
| Norway | xx | a | xx | xx | xx | 29 |
| Poland | xx | 24 | xx | xx | xx | xx |
| Slovak Republic | 20-21 | a | xx | xx | xx | 27 |
| Spain | 19 | 16-22 | xx | xx | xx | 23-27 |
| Sweden | 22-23 | a | 23-25 | 25-26 | a | 27-29 |
| Switzerland | 23-29 | a | 23-26 | 23-26 | 28 | 29 |
| Turkey | xx | xx | xx | xx | xx | 28-29 |
| United Kingdom | 20 | a | 21 | 23 | 24 | 24 |
| United States | xx | xx | xx | - | - | 19 |



Examples (3)

Longitudinal data – some examples

- National Child Development Study (NCDS)
- 1970 British Cohort Study (BCS70)
- Millennium Cohort Study (MCS)
- British Household Panel Survey (BHPS)
- Understanding Society/
UK Household Longitudinal Study (UKHLS)
- Families and Children Study (FACS)
- English Longitudinal Study of Ageing (ELSA)
- Next Steps (Longitudinal Study of Young people in
England - LSYPE)
- Growing Up in Scotland (GUS)



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Examples (4)

Qualitative/mixed methods data - examples

- International Students' Intercultural Experiences: a Comparative Study, 2006-2008
- Discourse of the School Dinners Debate, 2004-2008
- School Leavers Study, 1978

Ray Pahl, SN 4867

Teachers at a comprehensive school on the Isle of Sheppey were asked to set a particular essay to those pupils who were students in English lessons about ten days before they were due to leave school. The students were asked to imagine that they were nearing the end of their life, and that something had made them think back to the time when they left school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.

The resulting data: 142 handwritten essays in 1978 by school leavers aged 15 and 16 years old.

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| | | | | |
|--------------------|-----------------------------|----------------------|-------------------------|-------------|
| UK surveys | Cross-national surveys | Longitudinal studies | International macrodata | Census data |
| Business microdata | Qualitative / mixed methods | | | |

SHARE

Longitudinal studies involve repeated observations of the same subjects, allowing researchers to analyse change at the individual level.

The UK is home to several key longitudinal studies, including major panel and internationally-renowned cohort studies.

- [Discover data](#) from longitudinal studies
- [Discover case studies](#) relating to longitudinal studies

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Data

Website



2011 CENSUS

The population census is a vital resource for social scientific research and policy development, providing a snapshot of demographic and social life in the UK that helps inform government

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Get Data (3): Search


Variable and question search

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Variable and question bank  My Variables

Discover

- Variable and question bank

Survey +

Country +

Date +

Data collector +

Question: Harmonised set +

Question: Intent +

Search and browse variables and questions from survey datasets.

Search our variables

Reset filters | Clear search | Search only question text/responses | Auto-complete | Help

<http://discover.ukdataservice.ac.uk/variables>

UK Data Service



Summary: Keywords

primary, secondary data analysis, UK Data Service, variable/concept search, official statistics, ecological fallacy, variables, statistical relationships

SC111

- Linsey McGoey Lectures 7 & 8. Race and Racism