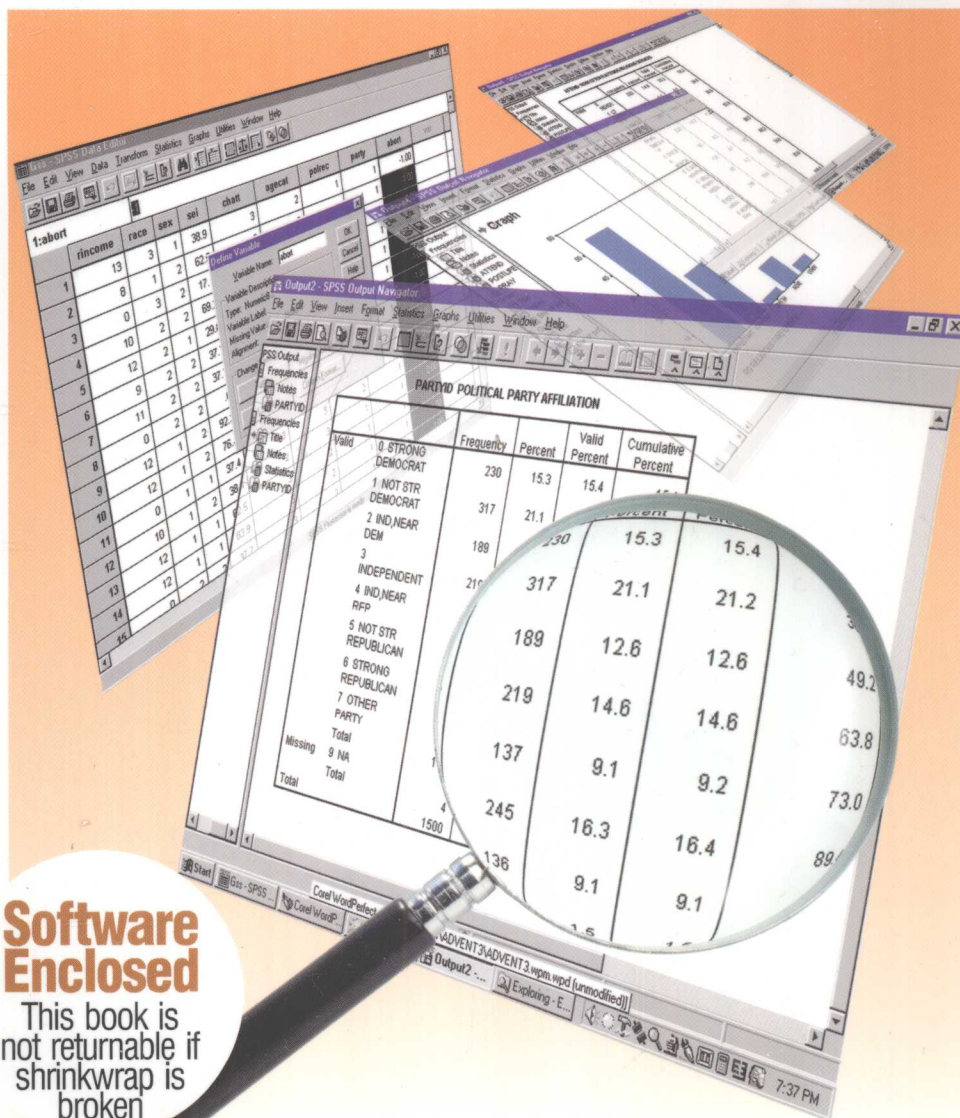


Adventures in Social Research

Data Analysis Using SPSS[™] for Windows 95[®]

Includes Dataset from the 1996 GSS

**For use with SPSS[™] Base 7.5 and 8.0 for Windows 95[®]
or Student Version of SPSS[™] 7.5 and 8.0**



Earl Babbie and Fred Halley

Adventures in Social Research

Data Analysis Using *SPSS*TM for Windows 95[®]

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Chapman University

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SUNY-Brockport



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**To our students:
past, present, and future.
We challenge each other and profit from it.**

About the Authors

Earl Babbie was born in Detroit, Michigan, in 1938, although he chose to return to Vermont three months later, growing up there and in New Hampshire. In 1956, he set off for Harvard Yard, where he spent the next four years learning more than he initially planned. After three years with the U.S. Marine Corps, mostly in Asia, he began graduate studies at the University of California, Berkeley. He received his Ph.D. from Berkeley in 1969. He taught sociology at the University of Hawaii from 1968 through 1979, took time off from teaching and research to write full-time for eight years, and then joined the faculty at Chapman University in southern California in 1987. Although an author of research articles and monographs, he is best known for the many texts he has written, which have been widely adopted in colleges throughout the United States and the world. He also has been active in the American Sociological Association for 25 years and currently serves on the ASA's executive committee. He has been married to his wife, Sheila, for more than 30 years, and they have a son, Aaron, who would make any parent proud.

Fred Halley, Associate Professor of Sociology, the State University of New York College at Brockport, has been developing computer-based tools for teaching sociology since 1970. His major projects have included the design of a computer-managed social statistics course and an introduction to sociology course with computer labs. Halley has served as a collegewide social science computing consultant, directed Brockport's Institute for Social Research, and now directs the college's Data Analysis Laboratory. He is the author of GENSTAT, an IBM PC-based program that generates individualized data sets for statistics students and correct answers for their instructors. He recently codirected a three-year evaluation project concerning a Head Start Family Service Center in Rochester, New York and an evaluation of a community action program in two rural upstate New York counties.

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Preface for Instructors

This book is offered to you with a number of aims in mind. To begin, we want to introduce students to the logic of social science research, particularly survey research. Furthermore, we present the essentials of using SPSS as a vehicle for putting that logic into practice. As we pursue these twin goals, however, there are a number of agendas in the background of this book. For example, students who complete the book will have learned a very useful, employable skill. Increasingly, job applicants are asked about their facility with various computer programs: word processing, spreadsheets, and data analysis. As of this writing, SPSS is still clearly the most popular professional program available for social science data analysis, hence our choice of it as a vehicle for teaching social research.

A Focus on Developing Professional and Intellectual Skills

What sets this book apart from others that teach SPSS or similar programs is that we cast that particular skill within the context of social research as a logical enterprise. Thus, in addition to learning the use of SPSS, students are learning the intellectual “skills” of conceptualization, measurement, and association. Whereas those who know only SPSS can assist in data analysis, our intention is that our students will also be able to think for themselves, mapping out analytic paths into the understanding of social data. As they polish these intellectual skills, they should be able to progress to higher levels of research and to the administration of research enterprises.

More generally, we aim to train students who will use computers rather than be used by them. It is our experience that when students first confront computers in school, they tend to fall into two groups: those who recognize computers as powerful instruments for pursuing their goals in life, or at least as the grandest of toys; and those who are intimidated by computers and seek the earliest possible refuge from them. Our intention is to reveal the former possibility to students and to coax them into that relationship with computers.

Educators are being challenged increasingly to demonstrate the practical value of instruction, in the social sciences no less than in other fields. Too often, the overreaction to this demand results in superficial vocational

courses that offer no intellectual meaning or courses hastily contrived as a home for current buzzwords, whose popularity is often short-lived. We are excited to be able to offer an educational experience that is genuinely practical for students and that also represents an intellectual adventure.

Those who have taught methods or statistics courses typically find themselves with a daunting task—to ignite their often involuntary students with the fire of enthusiasm they themselves feel for the detective work of social research at its best. In this book, we seek to engage students' curiosity by setting them about the task of understanding issues that are already points of interest for them: topics such as abortion, religion, politics, and poverty. For many of our readers, we imagine that mathematical analysis still smacks of trains leaving Point A and Point B at different speeds, and so on. Now, they are going to learn that some facility with the logic and mathematics of social research can let them focus the light of understanding on some of the dark turbulence of opinion and hysteria. We do not tell students about opinions on abortion as much as we show them how to find out for themselves. We think that will get students to Point C ahead of either of the trains.

A Focus on Active Learning

As we are teaching students to learn for themselves, this book offers a good example of what educators have taken to calling "active learning." We have set up all of our exercises so that students should be executing the same SPSS operations we are discussing at any given point. Although we may give them the "answers" to assure them that they are on the right track, we leave them on their own often enough to require that they do the work rather than simply read about it. Finally, the culture of personal computers has been one of "collaborative learning" from its very beginning. More than people in any other field of activity, perhaps, computer users have always delighted in sharing what they know with others. There is probably no better context within which to ask for help: Those who know the answer are quick to respond, and those who do not often turn their attention to finding an answer, delighting in the challenge.

We imagine that students will often want to work together as they progress through this book. That has been our experience in student testing it and in earlier courses we have taught involving computers. We suggest that you encourage cooperation among students; we are certain they will learn more that way and will enjoy the course more. In fact, those who are initially intimidated by computers should especially be encouraged to find buddies with whom to work.

We have designed this book to support students' first "doing" course in social research. If they have had earlier introductory methods or statistics courses, they will probably come to this book at full speed, but those who have never taken a methods or statistics course can easily make it through

this book. At the same time, it is not too elementary for graduate students who are having their first hands-on experience in social research.

The Book and the Disk: What Is Included?

The book your students buy contains everything they need, except for SPSS itself. We have included a data set comprising 42 variables from the 1996 General Social Survey, which can be analyzed by most versions of SPSS, including StudentWare. As you will see, the variables cover a fairly broad terrain, although we have provided for analysis in some depth in a few instances. In addition to working their way through the exercises presented in the book, students will be able to find original lines of inquiry that grow out of their own interests and insights.

This book will illustrate the use of SPSS, using Version 7.0 or 7.5 for Windows 95. Readers using Version 6.0 for Windows 3.1 or Version 6.3.1 for Windows 95 will find that most procedures are the same in the two versions, although the outputs are somewhat different. We will refer to the program simply as “SPSS for Windows.” Where a different procedure is required in Version 6.0, we will indicate that with the notation: ☐

Using the General Social Survey on your disk data is easy. After starting SPSS for Windows, click the following sequence

File → Open [☐ File → Open → Data]

to display the Open File window. Click on the “Look in” field and select the drive that contains your disk. Next, move the mouse to the “Files of type” dialog box and click on the suffix for SPSS for Windows data files, “SPSS(*.sav).” Now you should see the name of the General Social Survey system file, GSS.SAV, in the list of files. Select GSS.SAV by placing the mouse on it and clicking. Click the Open button near the lower right corner of the Open File window. In a few seconds, SPSS will display the GSS data in its data window. Specific instructions on using SPSS with these data are provided in later chapters.

SPSS for Windows comes with extensive help screens. They are almost like having a coach built in to your computer! Begin with the menu farthest to the right. You can click Help or hit ALT-H to see the options available to you. “Topics” will usually be your most useful choice. This will give you three options. “Contents” and “Index” present you with two ways of zeroing in on the topic of interest to you. “Find” will search for the specific terms you indicate. You should experiment with these several options to discover what works best for you.

Software Support and Service

If you or your students should run into any problems using this package, there are several sources of support that should serve your needs. Fre-

quently, college and university computing centers have student assistants who are very helpful to new computer users. In fact, most academic computing centers employ a user services coordinator who can help faculty plan student use of the school's computers and provide aid when problems arise.

There are at least two sources of SPSS assistance available via the Internet. The first is a home page (<http://www.spss.com/>) maintained by SPSS, Inc. In addition to providing answers to frequently asked questions, it provides variety tips and white papers on important issues in data analysis. Specific questions may be submitted to consultants via e-mail from the homepage. SPSS requests that a legitimate license or serial number be submitted with questions for questions to receive a response.

A second source of help on the Internet is a listserve for SPSS users maintained at the University of Georgia (SPSSX-L@UGA.CC.UGA.EDU). It provides a forum where SPSS users can ask questions of other SPSS users. SPSS programmers and statisticians informally monitor the listserve and frequently offer their expertise in answering users' problems. The listserve is primarily intended to meet the needs of academics and professionals using SPSS as part of their work. This virtual community is very good at identifying questions that come from students rather than professionals. Students posting questions are warned that if detected, they may be severely flamed (admonished) for attempting to take a short cut in completing their assignments!

If you cannot find local help to solve a problem, you can call Fred Halley at Socware, Inc., in Brockport, New York, at (716) 352-1986. If you get the answering machine, please leave a time and phone number where you can be reached. As a last resort, you can call SPSS, Inc., in Chicago for technical support at (312) 329-2400. Be forewarned that SPSS cannot give assistance with pedagogical or substantive problems and that you may have a long wait in a telephone queue for your turn to talk to a technical support person. It has been our experience that our best help comes from local resources.

Acknowledgments

In conclusion, we would like to acknowledge a number of people who have been instrumental in making this book a reality. First and foremost, Steve Rutter and Sherith Pankratz of Pine Forge Press have been full partners from start to finish. They are able to bring full measures of enthusiasm, commitment, and ingenuity to every book on which they work, and it is a joy for us to play together in that environment, even if we expressed our joy by whining and complaining at times.

We would also like to thank the many reviewers who helped us along the way: Marybeth Ayella, Saint Joseph's University; James David Ballard, University of Nevada, Las Vegas; Neal DeChillo, Salem State College; David Decker, California State University at San Bernardino; Sister Ellen Desmond, The College of Saint Elizabeth; Karen Donahue, Hanover College; Don Freeman, University of Evansville; Robert H. Freymeyer, Pres-

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We reserve our final acknowledgment for our students, to whom this book is dedicated. We recognize that we have often asked them to think and do things they sometimes felt were beyond their abilities. We have admired their courage for trying anyway, and we have shared their growth.

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