Adventures in Social Research

Data Analysis Using SPSS™ for Windows 95/98®

Includes Dataset from the 1998 GSS

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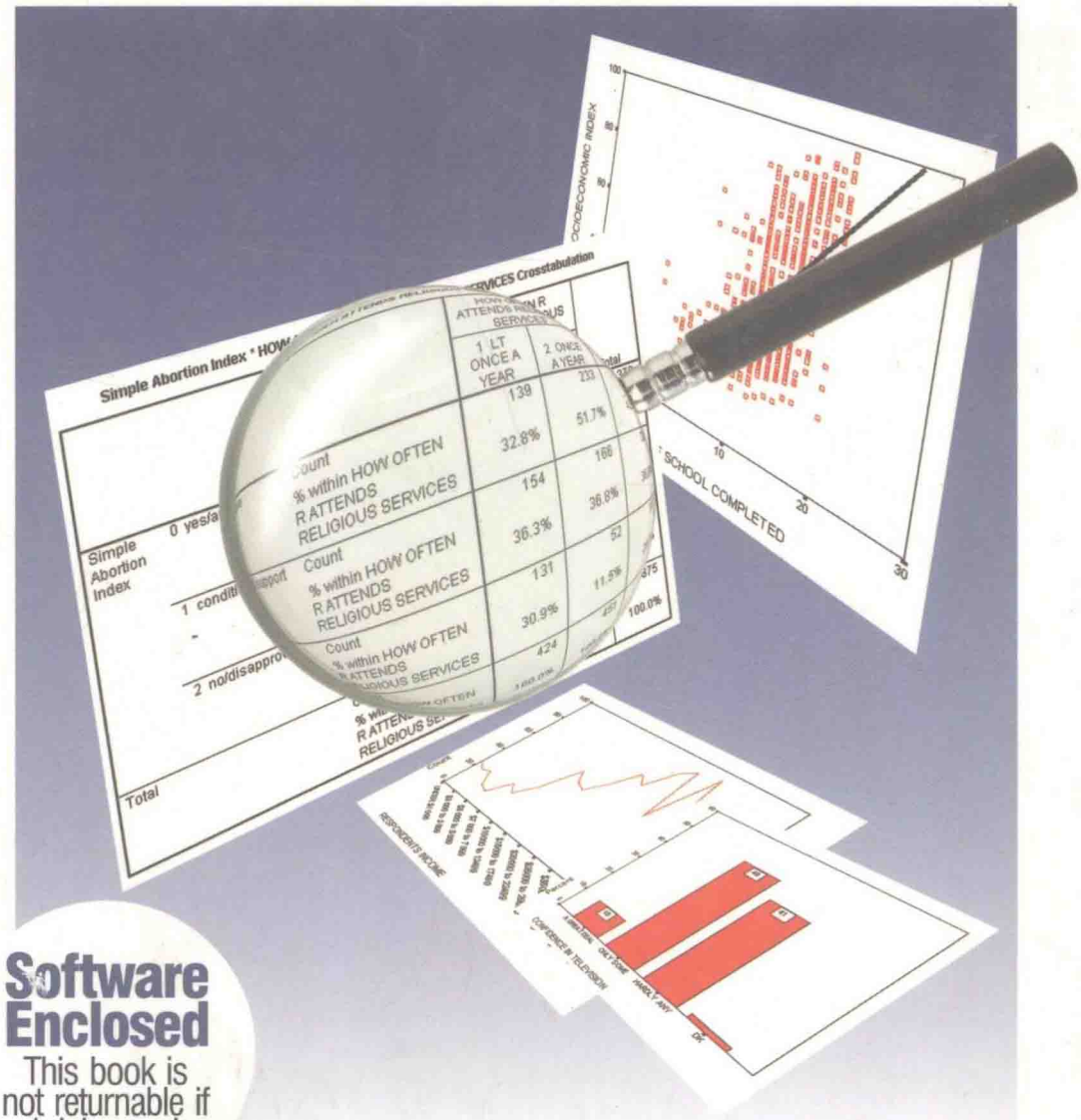

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Earl Babbie • Fred Halley • Jeanne Zaino

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Data Analysis Using SPSS™ for Windows 95/98®

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Jeanne Zaino

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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 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 left his home state of New Jersey for Ohio where he earned his bachelors degree at Ashland College and his masters degree at Western Reserve University in 1964. After teaching for a year, he began doctoral studies at the University of Missouri. As a graduate student, he became interested in using data processing machinery for social research. As a graduate student, he performed data analysis for several large surveys. After receiving his Ph.D. in 1970, he joined the Sociology Department at SUNY Brockport where he taught research methods, statistics, and data analysis until 1999. In addition to his teaching, he directed the sociology department's Data Analysis Laboratory for 13 years. He has presented more than 40 teaching workshops and demonstrations. His leadership in developing instructional computer applications for teaching sociology has been recognized by awards from the American Sociological Association and EDUCOM. Currently, he is designing software systems evaluation research with Socware, Inc. in Brockport, NY. He has been married to his wife, Judy, for more than 35 years, and they have two sons, a granddaughter and grandson who bring them great joy.

Jeanne S. Zaino earned a bachelors degree in political science at the University of Connecticut, Storrs. Upon graduation, she remained at UConn to work as a research assistant at the Roper Center for Public Opinion Research, where she received a masters degree in survey research. She went on to earn a masters degree in political science from the University of Massachusetts, Amherst, where she is currently completing work on her Ph.D. In addition to her teaching responsibilities, while at UMass she worked as a research assistant at the Massachusetts Institute of Social and Economic Research. She recently relocated to New York where she is teaching research methods, computer-based data analysis, American government, and world politics at Purchase College, State University of New York and Iona College, New Rochelle while she finishes research for her doctoral dissertation. She and her husband Jeff are the proud parents of a two-year-old son, Maxim.

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Preface

This workbook is offered with a number of aims in mind. To begin, we want to provide a practical and hands-on introduction to the logic of social science research, particularly survey research. Moreover, we want to give readers an accessible book that guides them step-by-step through the process of data analysis using current GSS data and the latest versions of SPSS. Most importantly, we want to involve readers directly in the practice of social research, allow them to experience the excitement and wonder of this enterprise, and inspire them to pursue their own adventure in social research.

As we pursue these goals, however, there are a number of agendas in the background. For example, students and other readers 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 to use 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 readers of this book 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, poverty, gender roles, health care, sexual attitudes, mass media, gun control, child rearing, and others. 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 and Collaborative 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 demonstrations 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.

Because this book is self-contained, even introductory students can walk through the chapters and exercises on their own, without outside assistance. However, we imagine that students will often want to work together as they progress through this book. That has been our experience in student testing 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.

Intended for Readers from a Variety of Social Science Disciplines

This book is intended for use in any social science course that either introduces or focuses exclusively on social research methods, social statistics, data analy-

sis, or survey research. It can be easily combined with or used as a supplement to most standard social science textbooks including, but not limited to, those in fields as varied as communication science, criminal justice, health studies, political science, public policy, social work, and sociology.

As far as possible we have designed this book to be "self-writing" and "open-ended" to insure that it is relevant to students and professionals with varying interests across numerous subjects. Throughout the text we encourage readers to focus on issues and questions that are relevant to their particular area of interest. After walking through the demonstrations that introduce the fundamentals of the data analysis process, readers are given a chance to apply what they have learned. In many of the lab exercises, they are encouraged to design their own hypotheses, choose their own variables, and interpret the results. Moreover, we encourage both readers and instructors to apply the principles, techniques, and methods discussed to other data sets that are relevant to their fields.

Intended for Readers at a Variety of Levels

We have designed and structured this book to support readers at a variety of levels. This includes both those students who are taking their first course in social research as well as more advanced students (including graduate students) who either want to hone their social research, statistical, and data analysis skills, or those who merely want to become acquainted or reacquainted with the latest versions of SPSS for Windows. More advanced students who come at this book full speed may choose to either work through the text from beginning to end or skip around and focus on particular chapters and sections.

It is important to note, however, that because this book is "self-contained" and guides the student-analyst step-by-step through the demonstrations and exercises, no previous experience with social research, statistics, computers, Windows, or SPSS is required. Those who have never taken a research methods, statistics, or computer-based course will find that they can easily make it through this book.

The Book and the Disk: What Is Included?

The book contains everything necessary, except for SPSS itself. We have included two data sets containing a total of more than 85 variables from the 1998 General Social Survey, which can be analyzed by most versions of SPSS, including the Student Version. 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 demonstrations and exercises presented in the book, students will be able to find original lines of inquiry that grow out of their own interests and insights.

SPSS 9.0 for Windows

This book will illustrate the use of SPSS, using Version 9.0 for Windows 95 and 98. Whereas the text focuses specifically on SPSS 9.0, it can also be easily used with earlier versions including SPSS 7.0 and higher. Regardless of the version

you are using, throughout the text we will refer to the program simply as "SPSS for Windows."

Using Adventures with SPSS 10.0

It is important to note that as we were going to press with this edition of *Adventures*, SPSS 10.0 became available. In Release 10.0, SPSS uses an improved Data Editor and a new method for establishing and modifying variables. The Define Variable menu item has been replaced with a Variable View screen in the Data Editor that displays the variable information in a row and column format. When you click Variable View, you can define or redefine variables by adding or altering variable information. Complete instructions for using the new Variable View are contained in SPSS 10.0's Help screen. Simply click:

Help → Contents → Data Management → Using the Data Editor → Defining Variables

SPSS 10.0 will provide simple instructions for defining variables. In addition to simple instructions, a Show Me button takes users step-by-step through the variable definition process.

Since the variables on the enclosed data disk are already defined as SPSS variables, students may start using SPSS immediately. With the exception of data definition, readers can be assured that the current edition is generally compatible with SPSS 10.0 in almost every respect. Instructions for using the statistical procedures and their output are the same.

Accessing the GSS Data Files

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

File → Open

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 names of the General Social Survey system files, DEMO.SAV and EXER.SAV, in the list of files. Both of these files contain more than 40 variables from the 1998 GSS. The DEMO.SAV file is used primarily in the demonstrations in the body of each chapter, whereas the EXER.SAV file is used for the "SPSS Lab Exercises" at the end of each chapter (Chapters 5–20). Select either **DEMO.SAV** or **EXER.SAV** by placing the mouse on it and **double-clicking**, or highlight the file name and 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 four 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 or keywords you indicate, whereas Ask Me allows you to search for information using complete sentences or questions. You should experiment with these several options to discover what works best for you.

Organization and Content

The chapters are arranged in an order that roughly parallels the organization of most introductory social science research methods texts. Parts I and II (Chapters 1–5) include an overview of the essentials of social research, an introduction to SPSS for Windows, and a description of the 1998 GSS. Parts III through V (Chapters 6–20) introduce data analysis, beginning with univariate analysis, then bivariate analysis, and finally multivariate analysis, respectively. Part VI (Chapters 21–22) focuses on primary research and additional avenues for secondary research.

Part I includes three chapters that help prepare students for social research. Our goal in these chapters is to give students an introduction to some of the fundamental elements of social scientific research, particularly those they will encounter later in the text. Chapter 1 discusses the main purposes of the text and introduces students to some of the historical background behind computerized social research, data analysis, and statistical software packages. In Chapters 2 and 3 we introduce students to the logic of social research by focusing on theory, research, and measurement.

Part II is designed to help students "get started" using the GSS data and SPSS. Chapter 4 describes the GSS and the data sets included with this book, whereas Chapter 5 introduces students to SPSS by guiding them through the steps involved in launching the program, opening their data sets, and exploring the variables contained on the disk which accompanies this book.

Data analysis begins in Part III with univariate analysis. In Chapter 6 we introduce frequency distributions, descriptive statistics, recoding, and saving and printing data. Chapter 7 focuses on the graphic presentation of univariate data by covering the commands for creating simple bar charts and line graphs. Whereas the bulk of the discussion of bivariate analyses is reserved for Part IV, in Chapter 8 we give students a preview by showing them how they can use Crosstabs to examine the structure of attitudes in more depth. Chapter 9 introduces several techniques for creating composite measures, whereas in Chapter 10 students are given a chance to strike out on their own and apply the methods and techniques discussed in Part III to other topics.

Part IV focuses primarily on bivariate analysis. In Chapters 11 through 13 we limit our discussion to the analysis of percentage tables, whereas in Chapters 14 and 15 we introduce other methods for examining the extent to which two variables are related to one another. Chapter 14 focuses on some common measures of association, including lambda, gamma, Pearson's r, and simple regression, whereas Chapter 15 introduces tests of statistical significance, such as

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chi-square, *t*-tests, and ANOVA. Once again, in Chapter 16, students are given a chance to apply the bivariate techniques and methods discussed in Part IV to other topics and issues.

Our discussion of data analysis concludes in Part V with a discussion of multivariate analyses. Chapter 17 focuses primarily on multiple causation. Chapter 18 picks up on some of the loose threads of our bivariate analyses and pursues them further, whereas Chapter 19 guides students through the steps involved in creating composite measures to predict opinions. Finally, in Chapter 20 students are given a chance to apply the methods and techniques discussed in Part V to other topics and issues.

The final section is composed of two chapters that explore some further opportunities for social research. Because students often express an interest in collecting their own data, Chapter 21 focuses on primary research. We introduce students to the steps involved in designing and administering a survey, defining and entering data in SPSS, and writing a research report. This chapter is supplemented by Appendix B and on-line E-Appendicies C, D, and E, which give students additional information regarding preparing a research proposal, designing and administering a survey, constructing a sample questionnaire, and writing a research report. Chapter 22 suggests other avenues for pursuing secondary social research by focusing on the unabridged GSS, additional data sources, and other statistical software packages which students may find useful.

In addition to Apendix B and E-Appendices C, D, and E, which primarily supplement Chapter 21, we have also included three other appendices. E-Appendix F includes a comprehensive list of all the SPSS Commands introduced in the text. Appendix A contains answers to selected SPSS Lab Exercises. E-Appendix G includes five recommended readings that relate to topics and issues covered in the text. Finally, we have updated and expanded the Reference and Index/Glossary sections.

Structure of Each Chapter

Each chapter includes explanations of basic research principles, techniques, and specific instructions regarding how to use SPSS, demonstrations, a brief Conclusion, a list of Main Points, Key Terms, SPSS Commands Introduced in the Chapter, Review Questions, and SPSS Lab Exercises. Students are expected to follow along with the demonstrations in the body of each chapter. They are aided in this process by both the text, which walks them step-by-step through the process of data analysis, and screens that help them understand what they should be seeing on their own monitors. The Review Questions at the end of each chapter are designed to test the students' knowledge of the material presented in the text. Because they do not require SPSS, they can be assigned as either classwork or homework assignments. In the SPSS Lab Exercises students are given a chance to apply what they learned in the explanatory sections and demonstrations. These exercises generally follow a fill-in-the-blank format for presenting, analyzing, and summarizing results. Instructors may wish to assign these exercises as lab assignments to be completed either in lab or as homework, provided students have access to SPSS.

Whereas the book is designed to guide students through the process of computerized data analysis from beginning to end, we encourage instructors, and par-

ticularly more advanced readers, to skip around and focus on chapters and sections of interest to them. We designed the book with the understanding that students at various levels may find different demonstrations, techniques, discussions, and methods of varying interest. Consequently, all of the chapters are self-contained and both students and instructors should feel comfortable picking and choosing among topics, issues, and material of particular interest. Instructors and students who choose to take this approach may want to refer to the Detailed Table of Contents, Introductions to each part, chapter Conclusions, and Main Points to get a better sense of what sections and chapters they want to focus on.

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. Frequently, 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 (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 shortcut 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

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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.

Brief Contents

Part VI The Adventure Continues

Detailed Contents

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