Using ***Growing Up in Ireland*** to Inform Your Own Research

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Fás Aníos in Éirinn
Growing Up in Ireland

Structure

1) Introduction to *Growing Up in Ireland*
   - Why longitudinal research?
   - Background and purpose
   - Policy impact of Growing Up in Ireland
2) The Survey
   - What does GUI offer to researchers?
   - How do the results feed into making policy?
3) Further detail and data access
   - Demonstration of outputs
   - Accessing the data

Aim of today's workshop

Encourage your use of and engagement with *Growing Up in Ireland* data and outputs.

1. Unlocking the policy value of longitudinal research
2. Understanding GUI's design and method
3. Inform you of the ways to access the datasets and outputs

The research is possible thanks to the thousands of children, young people and their families who kindly share information about their lives with the Growing Up in Ireland Study.

1) Introduction to *Growing Up in Ireland*

- Why longitudinal research?
- Background and purpose
- Policy impact of GUI

Why longitudinal research?

- ***Growing Up in Ireland (GUI)*** is the largest and most comprehensive survey of children and young people in Ireland (also: TILDA and Children's School Lives)
- Similar to other longitudinal studies: Growing Up in Scotland, British Cohort Study, GUIDE
- Interview the same young people and families at successive waves
- Tracks the progress of the same child, and their family, over an extended period
- **Study objective**: to provide evidence to create effective and responsive policies and services

Benefits of Longitudinal Data

- Tracks the same individuals over time - each wave provides point in time evidence for policy
- Builds a bank of data over time - identifying risk / protective factors, pathways
- Longer term, tells us how early life experiences shape later life outcomes
- Helps assess impact of policy changes or unexpected societal events – recession, ECCE, COVID
- Strengthens research infrastructure - important national research and data resource
- International reputation and comparability – family of studies, common standardised measures

How is GUI longitudinal?

- Trajectories
- Causal processes
- Policy link

- Utilises a **fixed panel** design
  - Same children with no additions in between waves
  - Representative of population at recruitment

- *GUI* was originally a **dual cohort** study
  - **Child cohort ’98:** recruited at age 9 – 8,500
  - **Infant cohort ’08:** recruited at 9 months – 11,000
  - **Infant cohort ‘24**: recruited at 9 months – 9,600

2007

2009

2025

Timeline

Fás Aníos in Éirinn
Growing Up in Ireland

C98 - Wave 1:
9 years

C98 - Wave 2:
13 years

C08 - Wave 2:
3 years

C98 - Wave 3:
17/18 years

C08 - Wave 4
(postal):
7/8 years

C98 - Wave 4:
20 years

C98 - Wave 5:
25 years

C24 - Wave 2:
3 years

2006 /07 | 2008 /09 | 2010/ 11 | 2012/ 13 | 2014/ 15 | 2016/ 17 | 2018 /19 | 2020 /21 | 2022 /23 | 2024 /25 | 2026 /27 | 2028 /29

C08 - Wave 1:
9 months

C08 - Wave 3:
5 years

C08 - Wave 5:
9 years

Dec 2020: Special Covid Survey for C98 C98 and C08

C08 - Wave 6:
13 years

C24 - Wave 1:
9 months

C98 - Wave 6:
30 years

C08 - Wave 8:
20 years

C24 - Wave 3:
5 years

Examples of research questions

- Where do children and young people do their physical activity?
- Is there a relationship between screen time and psychosocial development?
- Do boys and girls differ in later levels of stress and anxiety?
- How does household income impact people growing up?
- Is poorer housing quality a marker for later health problems?

Examples of Research Impact

UCC
Individual, family and environmental effects on physical activity.
Childhood obesity and the local food environment.

Trinity College
Digital media, screen time & mental health.
Ethnicity & breastfeeding rates
Chronic illness and educational failure.
Folic acid & cleft palate in infants.

NCI
Home learning environments and disadvantage.

Maynooth University
Children & grandparents.
Effects of school age childcare on outcomes.

Treoir
Unmarried and solo parent experiences.

HEA/Trinity
Gambling and sport participation over time.

Mary I Limerick
Home learning environment and cognitive development.
Gender and attitudes to maths.
Determinants of active commuting to school.

NUIG
Overweight, obesity and health.
Socioeconomic profile of childhood disability.

Trinity Dental Hospital
Dental problems over time.

ESRI
Attitudes to the Irish language.
Ante natal care pathways.
Access to GP services and GP fees.
Energy poverty and child health.
Primary to post primary transitions.

DCU
Parent book reading at 9 months & vocabulary development at 3

Media Coverage

HOMEPAGE / NEWS

Study examines childhood influences that affect education and finances later in life

Home / Business

Growing up poor 'links to more financial strain at age of 25'

AN INSTITIÚID UM THAIGHDE EACNAMAÍOCHTA AGUS SÓISIALTA
ESRI ECONOMIC & SOCIAL RESEARCH INSTITUTE

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ESRI Research Bulletin

Trajectories of mental health difficulties from childhood to adolescence: Evidence from Growing Up in Ireland

February 24, 2026

RTÉ 100

News Sport Entertainment Business Lifestyle Cu

News ▸ Politics Regional Ireland Middle East Climate Nuacht Wo

Library use, TV influence academic performance - report

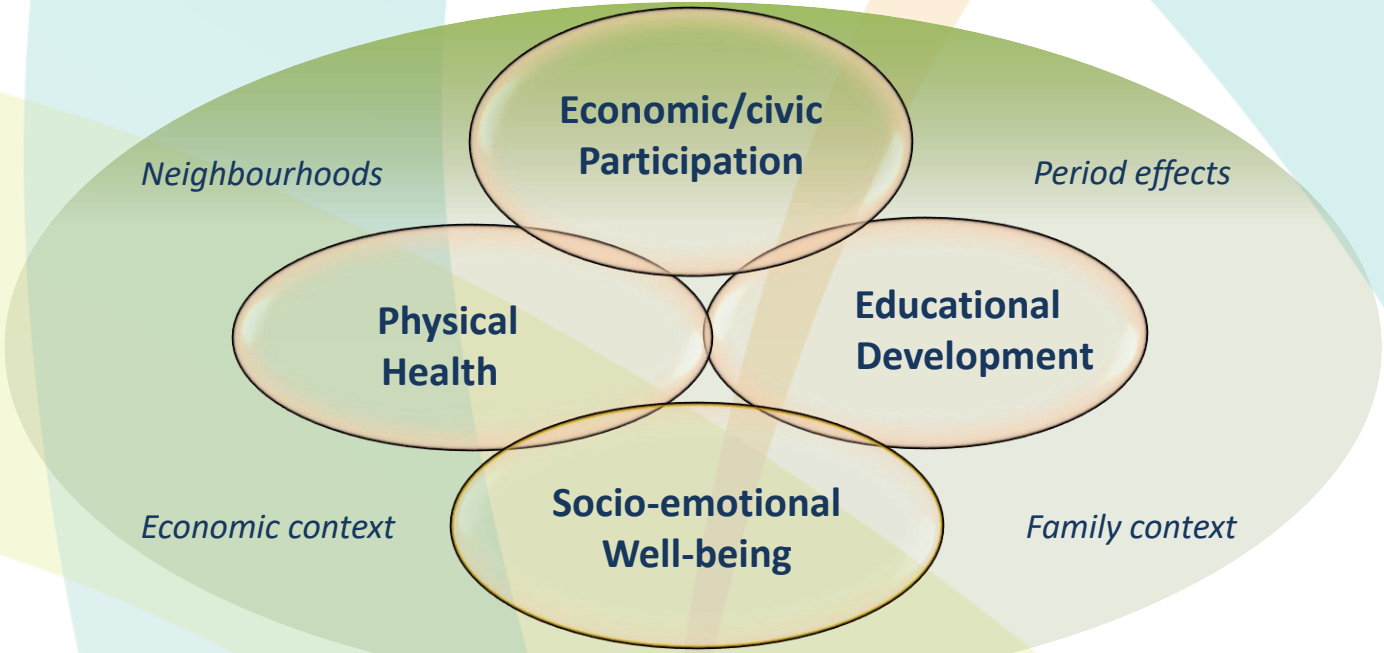
Updated / Monday, 23 Feb 2026 19:50

What are the important things to understand about growing up in Ireland?

1) Introduction to *Growing Up in Ireland*
   - Why longitudinal research?
   - Background and purpose
   - Policy impact of GUI

2) The Survey
   - What does GUI offer to researchers?
   - How do the results feed into making policy?

Multi-disciplinary Coverage



GUI is unrivalled in terms of the breadth of topics it explores

Respondents

- **Child / Young Person**
  - Primary focus across all waves
  - Data: Interview, cognitive tests, physical measurements, time-use diaries

- **Primary Caregiver** (PCG)
  - **Self-defined, person who provides most care to the child – usually mother**
  - Data: Interview, physical measurements

- **Secondary Caregiver** (SCG)
  - **Self-defined, resident spouse/partner of PCG - usually father**
  - Data: Interviews, physical measurements

- **Principal & Teacher**
  - Data: Postal questionnaire

Questionnaire Topics

Socio-emotional Well-being	Physical Health	Educational Development	Economic / civic Participation	Wider Context
Relationships	Pregnancy, birth, breastfeeding	Childcare arrangements	Economic status	Socio-demographic information
Lifestyle, behaviour & activities	General health / longstanding conditions	Education / learning environment	Labour force experience	Family income
Socio-emotional development	Healthcare utilisation	School characteristics	Personal income	Family social class
Family context	Nutrition / diet	Attitudes to school	Political and community engagement	Parental education
Parenting	Physical activity, exercise	Educational performance	Religion and spirituality	Parental employment
Parental relationship	Overweight & obesity	Further/higher education	Confidence in state institutions	Family structure
Non-resident parent	Risky behaviours / Parent health, behaviour	Cognitive development	Perceived discrimination	Neighbourhood & place

Fieldwork

- **In-home and in-person data collection (location)**
- **Two interviews** per respondent per wave
  - main: interviewer-administered
  - sensitive: self-completed
- Cognitive tests / physical measurements
- Time-use diary: posted back
- Teacher / principal postal questionnaires

Sample sizes

Cohort '98

	9yr (14%)	13yr	17yr	20yr	25yr
Two stage, **clustered sample design**	8,568	7,525	6,216	5,190	3,380

Cohort '08

	9mth (15%)	3yr	5yr	7yr	9yr	13yr
Child Benefit Register	11,134	9,793	9,001	5,344	8,032	6,723

Response rates have traditionally been ~85-90%

Adaptations since the start

- Questionnaires had to be **shortened**
- Loss of some consistency (long./cross-cohort)
- Impacted response rates
- Not possible to conduct cognitive/physical tests
- Positives – reduced admin work / cost
- Administrative data links
- COVID restrictions – needed to revise mode: online

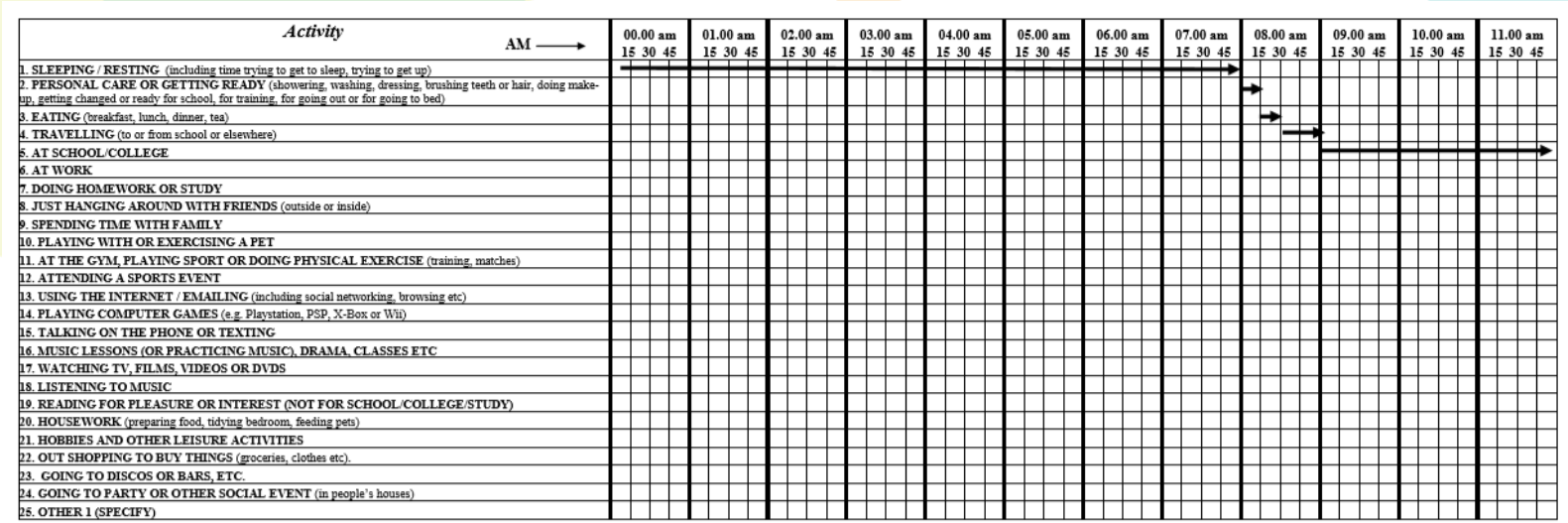
Questionnaire Development

- **Expert Consultation – where are the data gaps?**
  - Policy-makers
  - Research & practice experts
- **Focus Groups – what matters to you?**
  - Parent and/or young person
  - Content and methodology
- **Comparable Studies – what's everyone else doing?**
  - Regular communication with key int'l studies
- **Consistency – what did we do before?**

All that and….

Time-Use Diary

- Split into 15-minute slots for full day
- List of activities – tick box to indicate which activity was being undertaken
- Completed by Study Child and/or PCG – posted back



Activity AM →	00.00 am	01.00 am	02.00 am	03.00 am	04.00 am	05.00 am	06.00 am	07.00 am	08.00 am	09.00 am	10.00 am	11.00 am
	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45	15 30 45
1. SLEEPING / RESTING (including time trying to get to sleep, trying to get up)												
2. PERSONAL CARE OR GETTING READY (showering, washing, dressing, brushing teeth or hair, doing make-up, getting changed or ready for school, for training, for going out or for going to bed)												
3. EATING (breakfast, lunch, dinner, tea)												
4. TRAVELLING (to or from school or elsewhere)												
5. AT SCHOOL/COLLEGE												
6. AT WORK												
7. DOING HOMEWORK OR STUDY												
8. JUST HANGING AROUND WITH FRIENDS (outside or inside)												
9. SPENDING TIME WITH FAMILY												
10. PLAYING WITH OR EXERCISING A PET												
11. AT THE GYM, PLAYING SPORT OR DOING PHYSICAL EXERCISE (training, matches)												
12. ATTENDING A SPORTS EVENT												
13. USING THE INTERNET / EMAILING (including social networking, browsing etc)												
14. PLAYING COMPUTER GAMES (e.g. Playstation, PSP, X-Box or Wii)												
15. TALKING ON THE PHONE OR TEXTING												
16. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA, CLASSES ETC												
17. WATCHING TV, FILMS, VIDEOS OR DVDS												
18. LISTENING TO MUSIC												
19. READING FOR PLEASURE OR INTEREST (NOT FOR SCHOOL/COLLEGE/STUDY)												
20. HOUSEWORK (preparing food, tidying bedroom, feeding pets)												
21. HOBBIES AND OTHER LEISURE ACTIVITIES												
22. OUT SHOPPING TO BUY THINGS (groceries, clothes etc).												
23. GOING TO DISCOS OR BARS, ETC.												
24. GOING TO PARTY OR OTHER SOCIAL EVENT (in people's houses)												
25. OTHER 1 (SPECIFY)												

Data Linkage

- CSO uses **administrative data** to complement or augment survey data
- Data sources linked to Cohort '98 at 25yr data:
  - Income and pension (Revenue)
  - Social welfare (DSP)
  - Higher Education Authority
  - State Examinations Commission
- And soon:
  - *Pobal* Affluence / Deprivation index
  - Distance to services

Questions for you:

1. What motivates people to be part of GUI?
2. If you had a project to research childhood in Ireland, what would it be?

1) Introduction to *Growing Up in Ireland*
   - Why longitudinal research?
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   - Policy impact of GUI

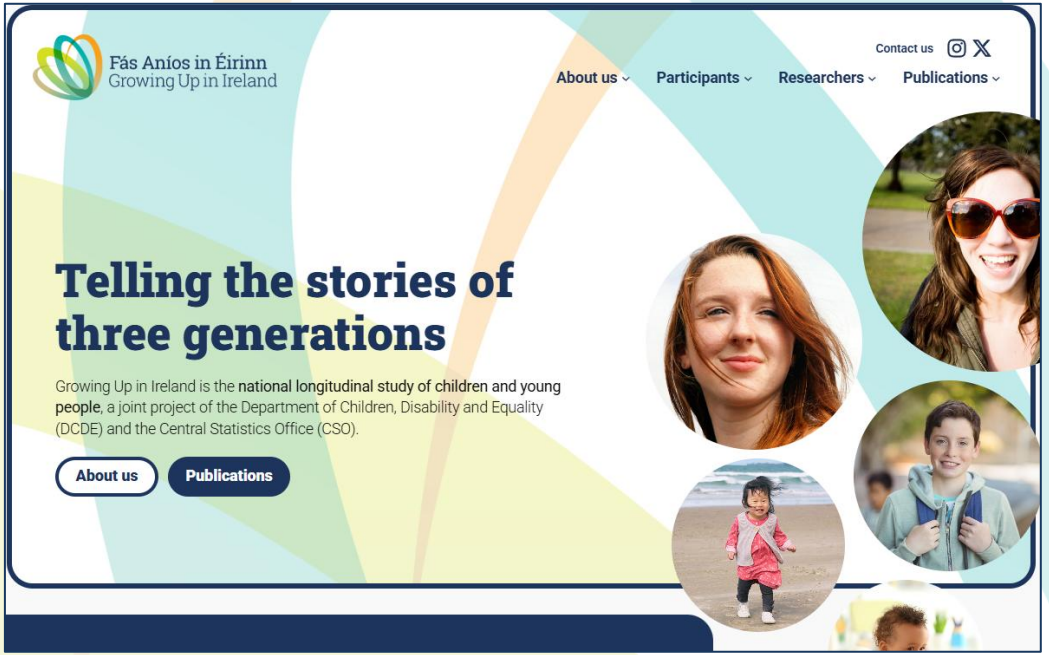
2) The Survey
   - What does GUI offer to researchers?
   - How do the results feed into making policy?

3) Further detail
   - Publications and questionnaires
   - Technical documents

Web resources

First & best resource for study information and technical documents

- Questionnaires
- Summary guides
- Design reports
- Data dictionaries
- Official GUI publications
- Other publications
- Conference archive
- Data workshop archive



Questionnaires

A resource for your survey content?

- All questionnaires available online
- Online questionnaires reflect interviews

Wave 6 Questionnaires – AGE 13 YEARS

Parents/Guardian Questionnaires:

- Primary Caregiver Main Questionnaire
- Primary Caregiver Self-Complete Questionnaire
- Secondary Caregiver Main Questionnaire
- Secondary Caregiver Self-Complete Questionnaire
- Primary Caregiver Twin Questionnaire

Young Person Questionnaires:

- Young Person Main Questionnaire
- Young Person Self-Complete Questionnaire
- Young Person Short & Proxy Questionnaire

Teacher / Principal Questionnaires:

- School Principal's Questionnaire

Technical Documents

Summary Guides:

- Background to the study
- Sample design
- Instrument development
- Fieldwork and implementation
- Structure / content of the datasets

Design Reports:

- Similar content to summary guide +…
- Conceptual framework
- Consultation process
- Ethical considerations
- Justification for questions
- Psychometric info on scales

Technical Documents

Summary Data Dictionary:

- Lists variable name and label
- Colour coded by questionnaire

9yr Name	9yr Label
id	Household ID code
WGT_9YRa	Weighting Factor - 9yr Full sample (Xsectional)
WGT_9YRb	Weighting Factor - 9yr Reduced sample (Longitudinal)
xxwave1	Family participated in Wave 1 - 9 months
xxwave2	Family participated in Wave 2 - 3 years
xxwave3	Family participated in Wave 3 - 5 years
xxwave4	Family participated in Wave 4 - 7/8 years
xxwave5	Family participated in Wave 5 - 9 years
PCGstatw5	PCG same as Wave 3
SCGstatw5	SCG if present is same as Wave 3
b5_partner	A1b. Do you have a spouse/partner who lives here with you in the household?
b5pcA4	A4. Total number of people in household - Wave 5
p1sexw5	Person 1 gender Wave 5 Grid (PCG)
p1yearsw5	Person 1 age Wave 5 Grid (PCG)
p2sexw5	Person 2 gender Wave 5 Grid (Study Child)
p2yearsw5	Person 2 age Wave 5 Grid (Study Child)
p3sexw5	Person 3 gender Wave 5 Grid
p3yearsw5	Person 3 age Wave 5 Grid

Data Dictionary:

- All info in summary data dictionary +…
- Value labels (answer categories)

MMM5

		Value
Standard Attributes	Position	316
	Label	M5. Do you have any family living in this area
	Type	Numeric
	Measurement	Nominal
Valid Values	1	yes
	2	no
Missing Values	8	Refusal
	9	Dontknow

MS14

		Value
Standard Attributes	Position	317
	Label	S14. Current Marital Status
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Married and living with husband / wife
	2	Married and separated from husband / wif
	3	Divorced
	4	Widowed
	5	Never married
Missing Values	9	Dontknow

Official Publications

Key Findings

- Produced after each wave of data collection
- 3 to 4 domain-specific short reports
- Selection of descriptive findings for general audience

Official Publications

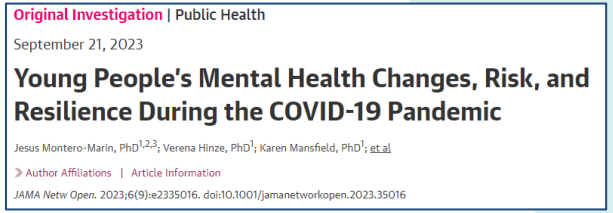
Descriptive Reports

- Produced for each wave
- Some are theme-specific
- More in-depth analysis
  - correlations, regression, long. trends
- Not exhaustive
  - Many variables not included in analysis

External Publications

An up-to-date list of 300+ **external publications,** e.g. journal articles, policy reports etc

Click



Conference Archive

- 17 Annual Research Conferences to date
- Showcase new research using GUI data
- 20-30 research presentations per conference
- Useful resource for researchers:
  - What research has been conducted to date?
  - What topics / interactions can I explore?
  - Longitudinal analysis methods

Fás Aníos in Éirinn
Growing Up in Ireland

Growing Up in Ireland Annual Conference
Tuesday, 4th November 2025 - The Gibson Hotel Dublin
Programme update 30th October 2025

9:00	Registration and refreshments		
	Gibson Hotel - Room 1: Stratocaster A&B		
09:45	Welcome – Ciara Pidgeon, DCDE		
09:50	Update on GUI from Laura McGarrigle (DCDE) and Fiona O'Riordan (CSO)		
10:10	Five-minute room change		
	Room 1: Stratocaster A&B	Room 2: Alhambra	Room 3: Stratocaster C
	Session A: Mental health	Session B: Transitions to adolescence and adulthood	Session C: Physical health and development
	Chair: Philip Dodd, Dept. of Health	Chair: Rowena Dwyer, Dept. of Further and Higher Education, Research, Innovation and Science	Chair: Ailbhe Booth, Dept. of Children, Disability and Equality
10.15	The mental health of young people before, during, and after COVID-19: Evidence from Growing Up in Ireland **Anne Nolan, ESRI**	Cohort and gender differences at the transition to adolescence **Aisling Murray, DCDE**	Should height be added to the well-being indicators? Evidence using GUI **Nicole Bolger, NESC/UCD**
10.35	What counts as bullying? The perspectives of 13-year-olds **Emer Smyth, ESRI**	Socioeconomic inequality and academic tracking in Irish secondary education: The role of parental expectations **Ilyar Heydari Barardehi, TCD**	BMI trajectories from adolescence to adulthood – Predictors and subsequent health risks **Eoin McNamara, DCDE**
10.55	Parental relationships' influence on emerging adults' subjective well-being: The mediating role of self-esteem **Sharon Scanlon, UL**	Work, economic status and cost of living: Transitions from childhood to adulthood **Caragh Stapleton, CSO**	Neighbourhood characteristics and alcohol use in adolescents and young adults in Ireland **Anne Doyle, HRB**

Accessing GUI data resources

A guide to AMF and RMF data

Fás Aníos in Éirinn
Growing Up in Ireland

In advance of your own work

Become familiar with the structure:

1. Questionnaires
2. Summary data dictionaries
3. Design reports
4. Publications / conference presentations
5. Frequency tables
6. Data analysis

The data

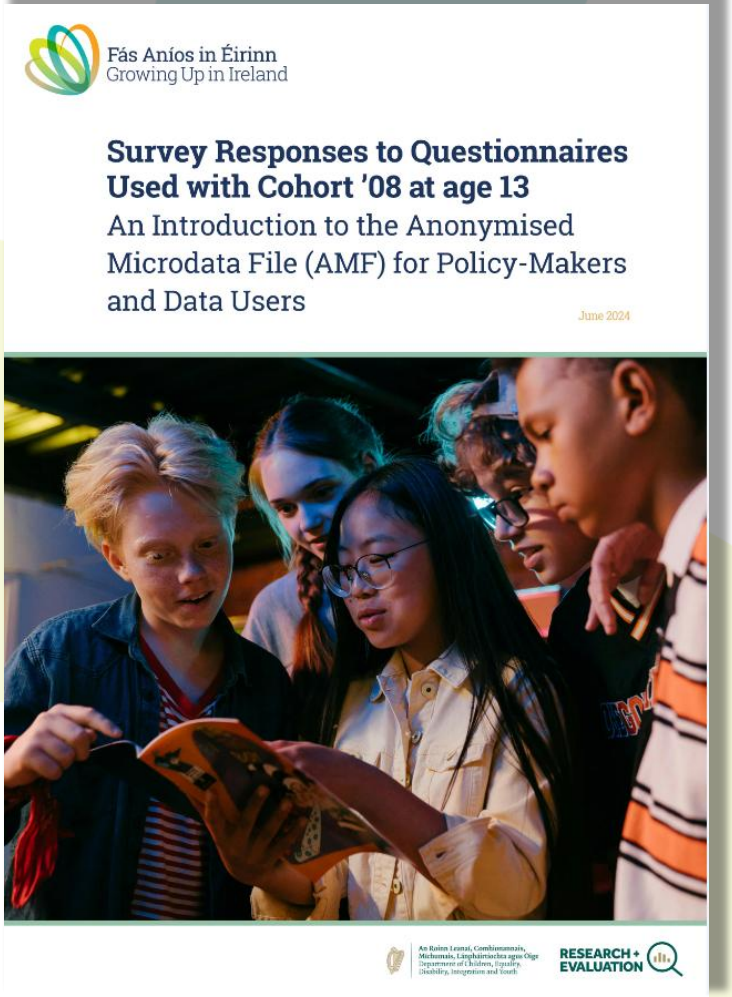
1. **A**nonymised **M**icrodata **F**ile (**AMF**)

2. **R**esearch **M**icrodata **F**ile (**RMF**)

- Both files made **available to researchers** after each wave of data collection
- All data are **confidential** and **anonymised**
- Substantial overlap between both file types

AMF Frequency Tables

- Provide **introduction to data** for data users / policy-makers
  - Display descriptive statistics (without having to do analysis)
  - Policy-maker: commission research
  - Researchers: conduct further analysis
- Set of **tables displaying basic response info** for every question
  - Displays the number of people who selected each response option
  - Also provides percentage breakdowns
- Currently available for recent data releases
  - Cohort ’98 at age 20
  - Cohort ‘08 at age 13
  - Covid Survey



E2a. Irish - What level are you studying?

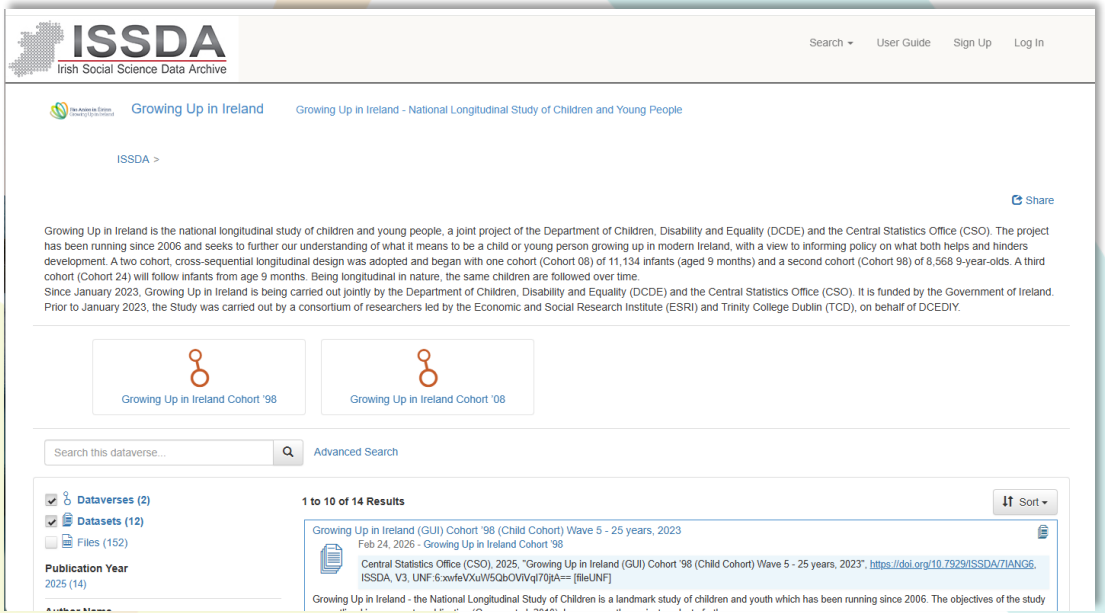
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Higher	2106	31.7	33.7	33.7
	Ordinary	1257	18.9	20.1	53.8
	Not sure yet	2282	34.3	36.5	90.3
	Don't take Irish	607	9.1	9.7	100.0
	Total	6252	93.9	100.0	
No answer		403	6.1		
Total		6655	100.0		

J3. Do you belong to any religion?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5408	81.3	81.4	81.4
	No	1233	18.5	18.6	100.0
	Total	6640	99.8	100.0	
No answer		15	.2		
Total		6655	100.0		

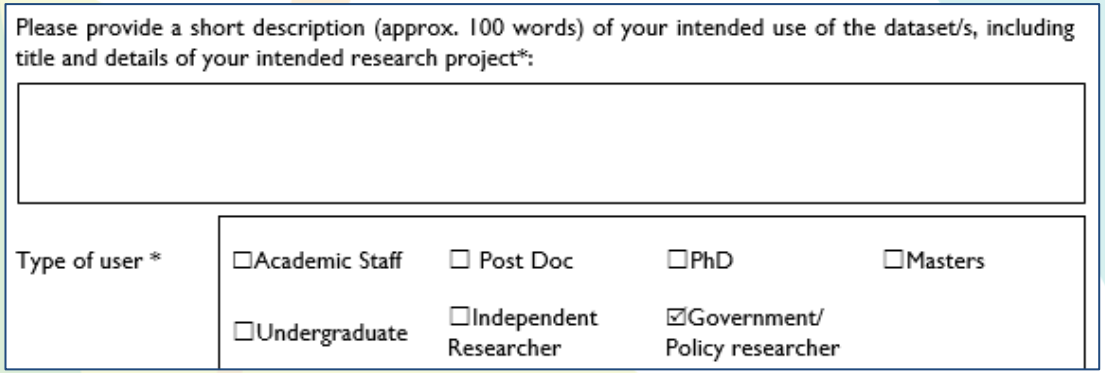
Anonymised Microdata Files (AMF)

- Prepared by the CSO
- Distributed by Irish Social Science Data Archive (ISSDA)
  - www.ucd.ie/issda/accessdata/
- **Limitations versus RMF:**
  - Fewer ‘sensitive’ variables included
  - Top & bottom coding
  - Collapsed categories



Applying for AMF

1. Download the data request form from ISSDA
2. Email completed application to issda@ucd.ie
3. Allow up to 3 working days for the application to be processed
4. Download the data through the ISSDA Dataverse



Please provide a short description (approx. 100 words) of your intended use of the dataset/s, including title and details of your intended research project*:

Type of user *	☐Academic Staff	☐ Post Doc	☐PhD	☐Masters
	☐Undergraduate	☐Independent Researcher	☑Government/ Policy researcher	

Research Microdata Files (RMF)

- Applicants (researchers) must be employed by, or formally related to, a **registered research organisation and have a designated RMF contact**

- Your RMF Contact who will set you up on **ROSA** with a profile
  - Researcher needs to complete their registration and Officer of Statistics **training** on ROSA

- On approval, ROSA will generate and issue the RMF Standard Agreement and Officer of Statistics cert – accept/sign

- Data files will be made available on CSO's **remote desktop**; researchers can use SPSS, R and Stata

- RMF access for students is restricted to those undertaking **post-graduate** work
  - **Supervisor**(s) must also apply and complete Officer of Statistics training

When to Apply for an RMF?

- From preliminary AMF analysis, it will be clear if the data you need is only on the RMF
  - Majority of self-complete (sensitive) items are only available on RMF
  - Individual items from scales only on RMF
- Tighter access controls & longer turnaround time
- RMFs are only available through the CSO – using their remote desktop service

Data File Characteristics

- Available in SPSS / Stata / SAS / R
- Wide format data file
  - All data relating to a child (and their family) contained in a single entry (one row)
- Not all questions will be on a data file
  - Sensitive information (from self-complete questionnaire)
  - Details that might compromise anonymity / confidentiality
- Variable labels are shortened version of questionnaire wording
  - Same for value labels
  - Check value labels on the data file
  - May not exactly match questionnaire answer categories
    - e.g. Likert scale responses grouped together: satisfied + very satisfied

Classificatory Variables

- Core set of classificatory variables **included in all data files**
- Primarily **socio-demographic indicators**
- Useful for (initial) bivariate analysis
- Control for these in adjusted regression models

Variable Name (e.g. Wave 2)	Variable
p2sexW2	Child's gender
B2_hhtype4	Household type: 4-category, number of parents & children
B2_partner	PCG has spouse/partner living in the home
B2_EIncQuin	Equivalized household income quintile: deciles also available
B2_hsdclass	Family social class: professional, skilled manual, etc…
B2region	Region: urban or rural

In summary

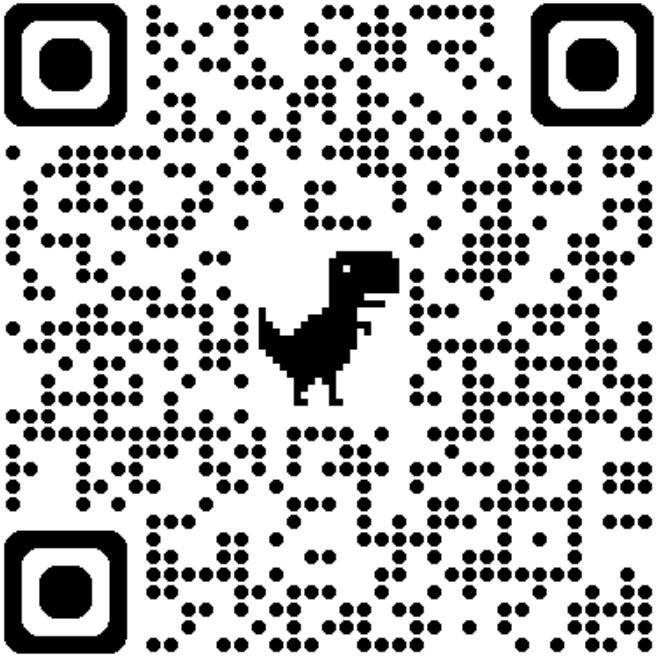
If you want to discover how to collect data, develop a survey, commission a study?

If you want to explore existing findings relating to GUI?

If you want to conduct (or commission) your own research?

At any stage, feel free to contact the GUI Team: growingup@dcde.gov.ie

Comfort break



Scales in use across waves

- Standardized sets of questions **measuring an underlying concept**
- **Examples in GUI:**
  - SDQ - SMFQ - CES-D - FAST / AUDIT
- **Widely-established** instruments
  - Allow for inter- and intra-cohort **comparison**
  - Used in comparable international studies too
- Tested for reliability, **validity**, replicability
  - Refer to Design Reports (scoring, psychometrics)
- AMF contains scale totals, RMF may include individual items (if not subject to copyright)
  - All derived variables (i.e. scale and subscale totals) found towards end of data file

Applying Weights

```
WEIGHT OFF.
FREQUENCIES b5_Eincquin.
```

b5_Eincquin Equivalised Household Net Annual Income - Quintiles W5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Lowest	1154	14.4	15.8	15.8
	2 2nd	1355	16.9	18.6	34.4
	3 3rd	1433	17.8	19.7	54.1
	4 4th	1646	20.5	22.6	76.6
	5 Highest	1704	21.2	23.4	100.0
	Total	7292	90.8	100.0	
Missing	System	740	9.2		
Total		8032	100.0		

```
WEIGHT by WGT_9YRa.
FREQUENCIES b5_Eincquin.
```

b5_Eincquin Equivalised Household Net Annual Income - Quintiles W5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Lowest	1449	18.0	20.0	20.0
	2 2nd	1448	18.0	20.0	40.0
	3 3rd	1443	18.0	19.9	60.0
	4 4th	1447	18.0	20.0	80.0
	5 Highest	1450	18.1	20.0	100.0
	Total	7238	90.1	100.0	
Missing	System	794	9.9		
Total		8032	100.0		

Applying Weights

- Data can be re-weighted to account for differential attrition across waves
  - Ensures sample is representative of the population (**fixed panel** design at recruitment)
  - Based on key socio-demographic variables

- Re-weighting should be carried out prior to every analysis
  - Standard procedure / considered best practice in sample surveys

- System used for GUI is called GROSS (used at ESRI)
  - Minimum information loss algorithm which fits population marginals in a regression framework and adjusts the sample to ensure that it produces estimates which match known population parameters
  - Similar to CALMAR and ADJUST

Applying Weights

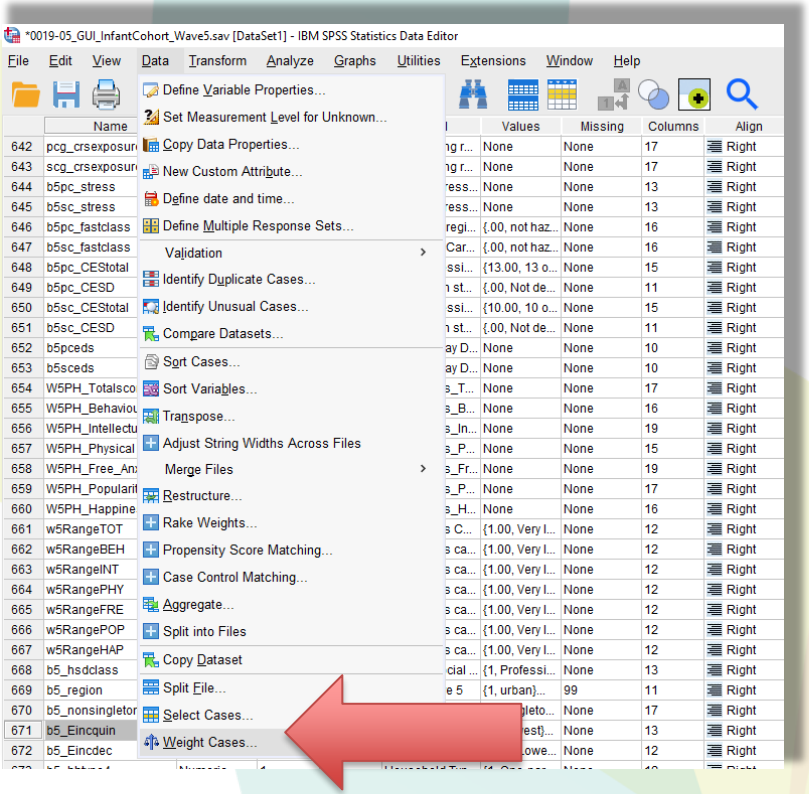
- Data file will usually contain two weighting factors
  - Using an example of Cohort ’08 at 9yr data (Wave 5)….

1. **WGT_9YRA**; based on children who participated at Wave 1 & Wave 5
   - For **cross-sectional** (one wave only) analysis
   - May have participated at wave 2-4, but not relevant to our analysis

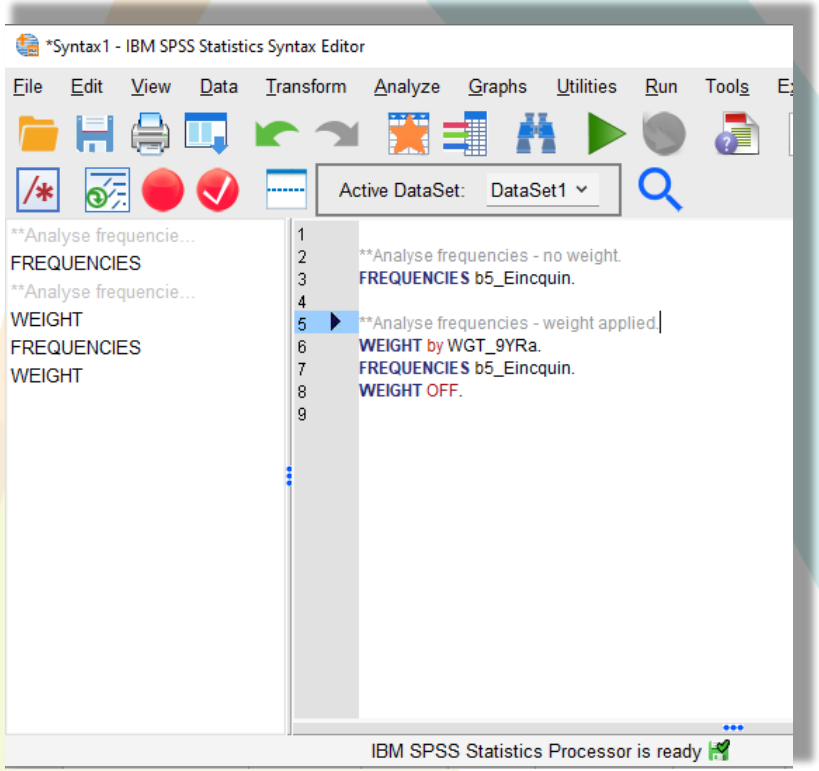
2. **WGT_9YRB**; based on children who participated at all main waves (1,2,3,5)
   - For **longitudinal** (more than one wave)
   - analysis A reduced sample = smaller **N** than using WGT_9YRA

Applying Weights

- Drop-down menu



- Syntax



A Note on SPSS Syntax

There are two ways to conduct statistical analysis (and manage/manipulate data)

1) Using graphical interface (i.e. drop-down menus)
2) Using syntax
   - Syntax is a programming command language; write commands to run procedures

Key Advantages of Syntax:

- Reproducible
- Repeatable and flexible
- Retrace your steps, narrate your process using *

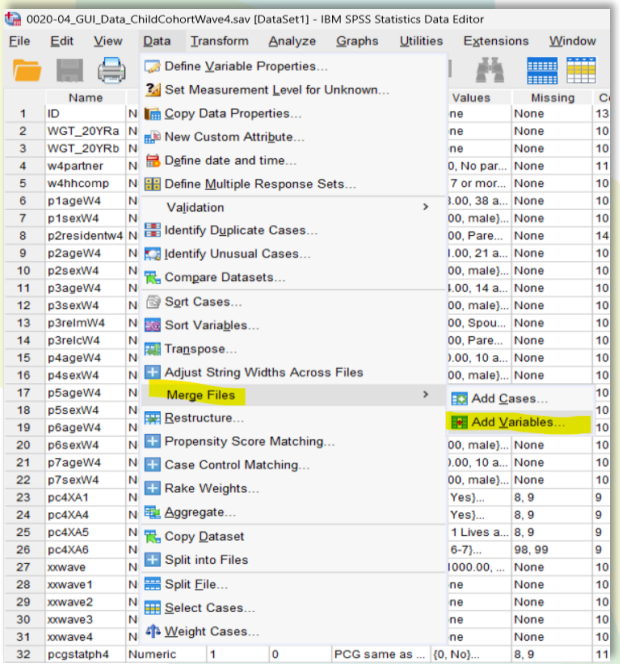
Matching Files for cross-wave comparison

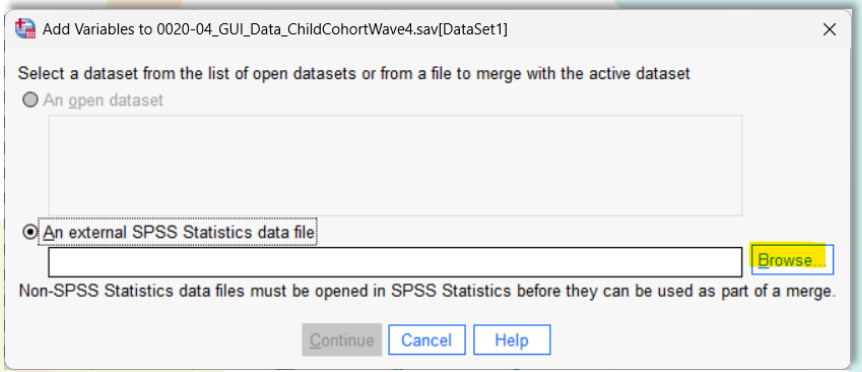
```
FILE HANDLE wave1 name = 'P:\NLSCI\AMF Data\GUI Data_9MonthCohort.sav'.
FILE HANDLE wave2 name = 'P:\NLSCI\AMF Data\GUI Data_InfantCohortWave2.sav'.
FILE HANDLE wave3 name = 'P:\NLSCI\AMF Data\GUI Data_InfantCohortWave3.sav'.

FILE HANDLE merged name = 'P:\NLSCI\AMF Data\GUI
Data_InfantCohortWave1Wave2Wave3.sav.sav'.

GET FILE wave1.
SORT CASES by id.

MATCH FILES FILE = * / FILE = wave2 / IN wave2 / BY id / MAP.
FREQUENCIES wave2.

MATCH FILES FILE = * / FILE = wave3 / IN wave3 / BY id / MAP.
FREQUENCIES wave3.

SAVE OUTFILE = merged.
```

Matching Files

WHY? If we want to conduct any longitudinal analysis i.e. compare results across waves

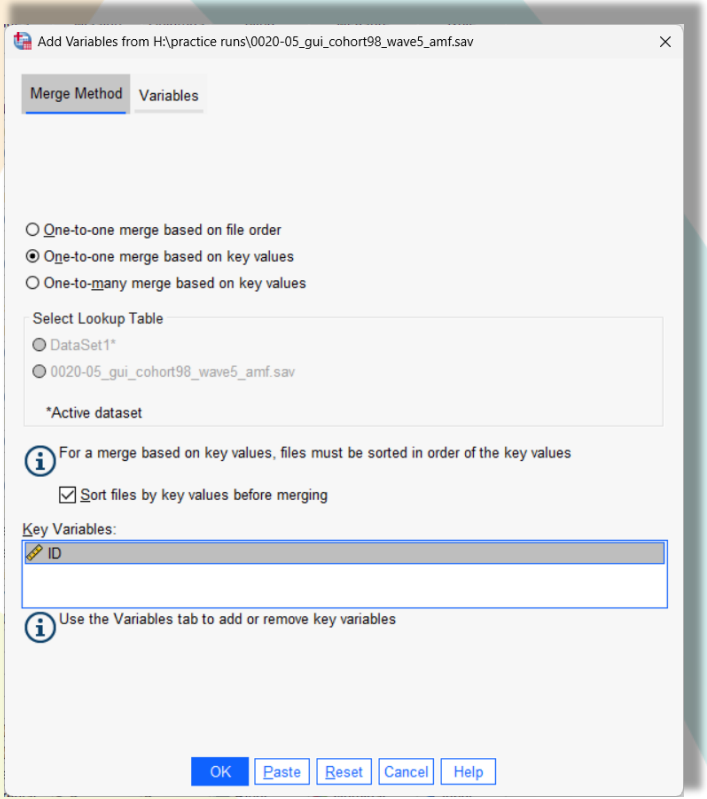
HOW? Open a data file (e.g. C'08 at Wave 1), then using drop-down menu…





Matching Files

- Match cases on key variables
  - Cases are sorted in order of key variables in both datasets (ID)
- Repeat for subsequent waves
- One row per ID – wide structure



Basic operation demonstration

- Matching files
- Running basic frequencies (& using Syntax)
- Running crosstabulations
- Getting basic graphs out of the file

THANK YOU

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