



# Growing Up in Ireland Data Workshop

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Integration and Youth

**Fás Aníos in Éirinn**  
Growing Up in Ireland

# Housekeeping....

- Workshop will be 2hrs long (finish at midday)
  - Quick break after ~50mins
- Q+A at end of each subsection
  - Please stay on mute at all other times
  - Technical issues:  
[eoin.mcnamara@equality.gov.ie](mailto:eoin.mcnamara@equality.gov.ie)      [derek.nolan@equality.gov.ie](mailto:derek.nolan@equality.gov.ie)
- Please complete short survey afterwards

# Workshop Structure

## 1) Introduction to *Growing Up in Ireland*

- Study background
- Sample design
- Study design

## 2) Accessing and Understanding the GUI Data

- Online resources, technical documents
- Applying for AMF / RMF
- Familiarising yourself with the data

## 3) Using the Data

- Matching files
- Using weights

# 1) Introduction to *Growing Up in Ireland*

- **Study Background**
- Sample Design
- Study Design

# History of the Study

- *Growing Up in Ireland (GUI)* is the national longitudinal study of children
- Established by the Irish Government in 2006
- Funded by the Department of Children, Equality, Disability Integration and Youth (DCEDIY)
- Initially carried out by a consortium of researchers led by the Economic and Social Research Institute (ESRI) and Trinity College Dublin – data archived by the CSO
- Now managed and overseen by DCEDIY, in association with the Central Statistics Office (CSO), as of 2023
- Strong policy focus

# Objectives of *GUI*

- **to provide evidence for the creation of effective and responsive policies and services for children and families**
- to study the lives of children/young people in Ireland
- to establish what is typical/normal, as well as what is atypical/problematic
- to identify the key factors that most help or hinder children's development
- to establish the effect of early child experiences on later life
- to identify the persistent adverse effects that lead to social disadvantage and exclusion, educational difficulties, ill health, deprivation etc.
- to obtain children's views and opinions on their lives

# About *GUI*

- *Growing Up in Ireland* is a longitudinal study that conducts surveys with young people and their families at different ages
- These ages are typically associated with developmental milestones (reaching secondary school, Leaving Cert, college, etc.)
- It utilises a fixed panel design that tracks the same children with no additions in between waves
- *GUI* was originally a dual cohort study (Cohort '98 and Cohort '08)
  - New cohort being added in 2024

# Longitudinal Design

- Longitudinal design involves interviewing same sample of respondents on several occasions
  - Cross-sectional studies use different respondents in each sample
  - Tracks the progress of the same child and his/her family over a period of time
- WHY?

Longitudinal design allows us to consider...

  - Why there is a problem and how it developed
  - What are the policy sensitive factors
  - When and how it is best to intervene
  - How effective was the intervention
  - How durable are the results

# International Examples of Child Cohort Studies

- The Irish Longitudinal Study of Aging (TILDA)
- Longitudinal Study of Australian Children (LSAC) – started in 2004
- Millennium Cohort Study, UK - 2001
- Australian Temperament Project - 1983
- Dunedin Multidisciplinary Health and Development Study - 1972/73
- British Cohort Study - 1970
- National Child Development Study, UK - 1958
- National Survey of Health and Development 1946
- Danish National Birth Cohort - 1997
- Norwegian Mother and Child Cohort Study – 2000
- National Longitudinal Survey of Children and Youth, Canada–1994

Extensive list available here: [https://en.wikipedia.org/wiki/Longitudinal\\_study](https://en.wikipedia.org/wiki/Longitudinal_study)

# Data Collection

**Cohort '98**

**Wave 1**  
8,500 9-year-olds recruited

**Wave 2**  
Age 13 interview

**Wave 3**  
Age 17/18 interview

**Wave 4**  
Age 20 interview

**Wave 5**  
Age 25 interview

**COVID Survey**

Start of *Growing Up in Ireland*

2006

2008

2010

2012

2014

2016

2018

2020

2022

**Cohort '08**

**Wave 1**  
11,000 9-month-olds recruited

**Wave 2**  
(3 yrs)

**Wave 3**  
(5 yrs)

**Wave 4\***  
(7 yrs)

**Wave 5**  
Age 9 interview

**Wave 6**  
Age 13 interview

**COVID Survey**

# What Data are Available?

## Cohort '08

## Cohort '98

Wave	Age	Fieldwork	Archived
1	9 months	Sept 08 – Apr 09	Yes
2	3 years	Dec 10 – July 11	Yes
3	5 years	Mar 13 – Sept 13	Yes
4	7 years	Feb 16 – Sept 16	Yes
5	9 years	Completed July 2018	Yes
	COVID Survey	December 2020	Yes
6	13 years	Completed 2022	Yes
7	17 years	Not yet commenced	N/A

Wave	Age	Fieldwork	Archived
1	9 years	Aug 07 – Jun 08	Yes
2	13 years	Aug 11 – Mar 12	Yes
3	17 years	Oct 15 – July 16	Yes
4	20 years	Completed Apr 2019	Yes
	COVID Survey	December 2020	Yes
5	25 years	Begun	N/A

# 1) Introduction to *Growing Up in Ireland*

- Study Background
- **Sample Design**
- Study Design

# Sample Representativeness

**1 in every 6 children from each cohort is a GUI participant**

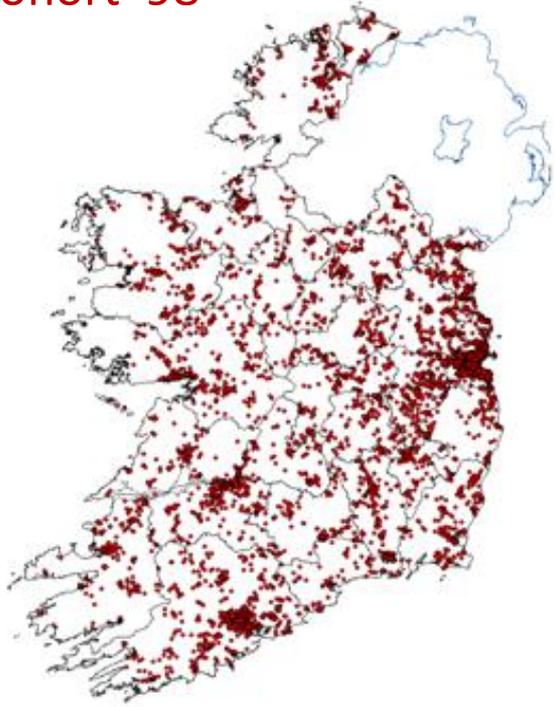


Infant Cohort: 11,134 out of  
75,173 babies born in 2008

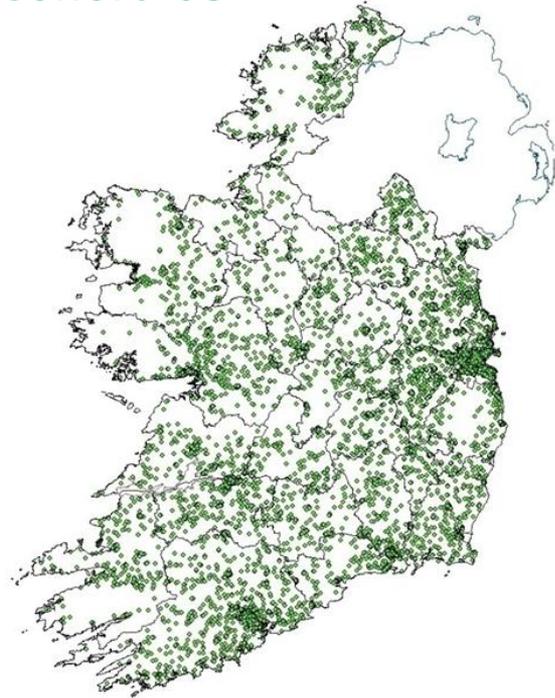
Child Cohort: 8,568 out of  
53,969 kids born in 1998

# Samples Distribution

Cohort '98



Cohort '08



# Cohort '98 Sampling

- 56,500 9-year-olds in population
- Random sample of 8,500 9-year-olds resident in Ireland
  - 14% of all 9-year-olds
- Two stage, clustered sample design
  - Stratified random sample of Primary schools
  - Random sample of children within school

# Cohort '98 Sampling

- 1,105 schools randomly selected from pool of over 3,000
- 910 schools participated in the sample – 82.3% response rate at school level
- Introductory letter and info sheets sent to principal
- List of all 9 year olds – if <40 all selected. If >40, a random sample selected

# Cohort '08 Sampling

- 73,662 **infants** (less than one year old) in population
- Random sample of **11,000** 9-month-olds resident in Ireland
- Child Benefit Register used as sampling frame
- Sampled over 7 month period
- Simple, systematic selection procedure, random start and constant sampling fraction

# Follow-up at Subsequent Waves

- Tracing information collected at Wave 1
  - PPSN
  - Family / friend contact details
- Initial contact to child's home from Head Office
- Face-to-face visit from interviewer
- If possible, same interviewer as Wave 1
- ~85-90% response rate at subsequent waves
- Fixed panel design

# Sample sizes at each wave

## Cohort '08

Wave	1	2	3	4	5	6
Sample	11,134	9,793	9,001	5,344*	8,032	9,723

## Cohort '98

Wave	1	2	3	4
Sample	8,568	7,525	6,216	5,190

In between waves, the sample size can change for 3 main reasons:

- the child has emigrated/deceased
- the child/family was unable to be reached
- the child/family gave a “hard refusal” to be included.

In the event of the latter case, those children are removed from any future waves, decreasing the total valid sample in between waves.

# Re-weighting the Sample

- Data can be re-weighted to account for differential attrition across waves
- Differential attrition leads to differences between structure of completed sample (at any wave) and wider population
  - According to key socio-demographic indicators
- Re-weighting ensures sample is representative of the population (\*at time of recruitment, Wave 1)
- Re-weighting should be carried out prior to any analysis

**\* Covered in detail in final section of workshop**

# 1) Introduction to *Growing Up in Ireland*

- Study Background
- Sample Design
- **Study Design**

# Respondents

Multiple sources of information:

- Primary Caregiver interview (PCG)\*
- Secondary Caregiver interview (SCG)\*\*
- Child interview
- Child cognitive tests
- Principal questionnaire
- Teacher questionnaire
- Physical measurements
- Time-use diaries

\* PCG self-defined as person who provides most care to the child / knows child best – usually mother

\*\*SCG self-defined as resident spouse/partner of PCG - usually father

# Securing Informed Consent

- Information Sheets, Consent and Assent forms sent to families of selected children
- Multiple mail shots sent to the families
- Signed consent and assent before any work undertaken with the children

# Example of 'Edge Cases', Cohort '98 at 17 years

- Data becomes increasingly complex as multiple patterns of participation become possible
- Parent and Young Person (YP) give consent individually. This may lead to fragmentary cases
- YP deemed to be most important source of information from Wave 3 onwards
- Only the 6,216 cases containing a YP interview included in the AMF/RMF (214 Parent interviews with no YP are not published)
- SES for 59 cases with no Parent interview can be taken from the previous wave

Wave 3	Interview from Parent			
		No	Yes	
Interview from YP	No	-	214	214
	Yes	59	6,157	6,216

# Fieldwork

- Interviews conducted face-to-face in the home, where possible
- Main interview – administered by interviewer on Computer Assisted Personal Interview (CAPI) basis
- Sensitive interview – self-administered on Computer Assisted Self Interview (CASI) basis
- Principal/teacher questionnaires self-completed on pen-and-paper basis
- Food-frequency and Time-use Diaries left behind and posted to field office on pen and paper

# Cohort '08 – Age 13 interview

- Due to the COVID-19 pandemic, it was not possible to conduct in-person interviews and the interviews were administered **online**
- As a result, the surveys were shorter than originally planned, leading to some loss in cross-cohort and longitudinal consistency
- The Primary Caregiver (PCG), Secondary Caregiver (SCG) and Young Person (YP) were interviewed, along with a Principal questionnaire
- All interviews were sensitive and confidential
- Topics included diet, physical activity, the transition to secondary school, mental health, pastimes, and screen time

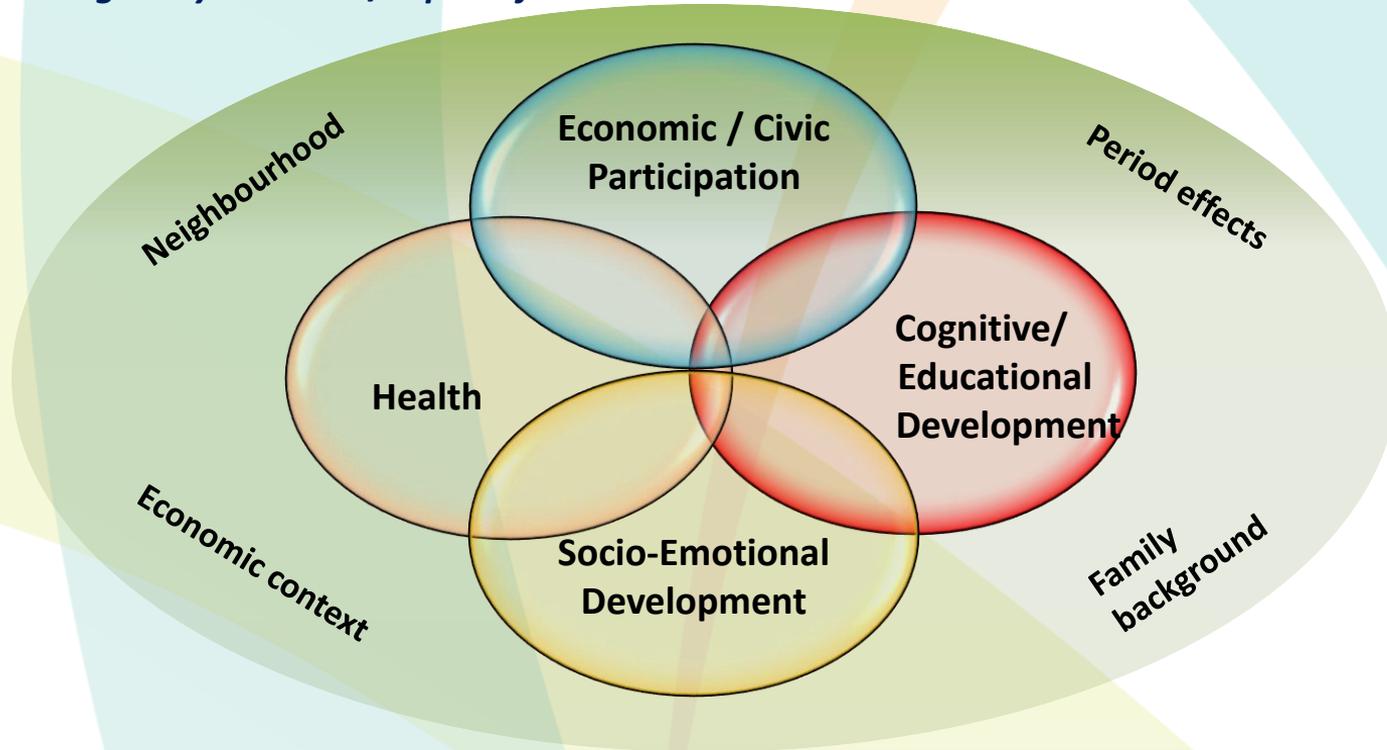
# Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures	Time Use
Cohort '98	1 (9yr)	Y	Y	Y	Y	Y	Y	Y	Y
	2 (13yr)	Y	Y	Y	Y	Y		Y	Y
	3 (17yr)	Y	Y	Y	Y	Y		Y	Y
	4 (20yr)	Y			Y			Y	Y



# Multi-disciplinary Coverage

*Fig – Key Domains/Topics of Research*



# Main Outcome Domains

- Socio-emotional, behavioural well-being
  - Physical health
  - Education / cognitive development
  - Economic and civic participation
  - Family background characteristics
- + Classificatory variables\*

# Socio-emotional, Behavioural Well-being

## Themes:

- Child's relationships
- Child's lifestyle (habits & routines) / play and activities
- Child's socio-emotional development
- Family context/parenting
- Marital/Partner relationship
- Non-resident parent

# Physical Health

## Themes:

- Pregnancy, birth, breastfeeding, etc.
- Child's general health / longstanding conditions
- Healthcare utilisation
- Child's nutrition / diet
- Child's physical activity levels/exercise
- Physical measurements (Expanded in waves 3 and 4)
- Risky behaviours
- Parental health and lifestyle

# Education / Cognitive Development

## Themes:

- Childcare arrangements
- Child's education / home learning environment
- Child's cognitive development
- Child's attitudes to school
- Educational performance
- Further/higher education
- Teacher characteristics and perception of child
- Principal / school characteristics

# Economic and Civic Participation

## Themes:

- Young Person's economic status
- Young Person's labour force experience
- Young Person's Income
- Political and community engagement
- Religion and spirituality
- Confidence in state institutions
- Perceived discrimination

# Family Background Characteristics

## Themes:

- Family social class
- Family income
- Sociodemographic information
- Parental education
- Parental employment
- Family structure

# Classificatory Variables

## Themes:

- Household composition
- Parental Health and lifestyle
- Socio-demographics
- Neighbourhood and community



## 2) Accessing and Understanding the Data

- **Online Resources**
- Familiarising yourself with the Data
- Applying for the AMF/RMF

# GUI Website

## www.growingup.gov.ie

- First & best resource for study info & technical documents
  - Questionnaires
  - Design reports
  - Summary guides
  - Data dictionaries
  - Official GUI publications
  - Other publications
  - Conference archive
  - Data workshop archive

The screenshot shows the homepage of the Growing Up in Ireland website. At the top, there is a navigation bar with five buttons: 'Home' (grey), 'About Growing Up in Ireland' (green), 'Information for Participants' (red), 'Information for Researchers' (blue), and 'Publications' (orange). Below the navigation bar, the main heading is 'Growing Up in Ireland'. A paragraph of text describes the study as a national longitudinal study of children and young people, a joint project of the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and the Central Statistics Office (CSO). It mentions that since 2006, the study has provided an evidence base for policy decisions. Below this, another paragraph states that the study follows two groups of children: 8,000 9-year-olds (Cohort '98) and 10,000 9-month-olds (Cohort '08). A 'Read more' link is provided. At the bottom, there is a 'Quick Links' section with six orange buttons: 'Questionnaires', 'Data Workshops', 'Conferences', 'Report Launches', and 'Contact us'.

Home About Growing Up in Ireland Information for Participants Information for Researchers Publications

### Growing Up in Ireland

*Growing Up in Ireland* is the national longitudinal study of children and young people, a joint project of the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and the Central Statistics Office (CSO). Since 2006, the study has provided Government with an evidence base to make informed policy decisions on a wide range of issues based on data from children and young people living in Ireland.

The study follows the progress of two groups of children: 8,000 9-year-olds (Cohort '98) and 10,000 9-month-olds (Cohort '08). The members of Cohort '98 are now 24-25 years old and those of Cohort '08 are around 14 years old.

[Read more](#)

#### Quick Links

Questionnaires Data Workshops

Conferences Report Launches Contact us

# Questionnaires – [growingup.gov.ie](http://growingup.gov.ie)

\* Very useful resource for survey content

- All questionnaires available online
    - All waves, both cohorts
    - Respondents: PCG, SCG, child, teacher/principal
    - Questionnaires: main, self-complete (sensitive)
  - Online questionnaires reflect interviews
    - Instructions to interviewers
    - Routing
    - Exact question & response category wording
- \* Minor redactions (if scales under copyright)

## 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](#)

# Questionnaires – growingup.gov.ie

L5. How many bedrooms do you have in your home? \_\_\_\_\_ number of bedrooms

[INTERVIEWER IF A STUDIO APARTMENT RECORD AS ZERO BEDROOMS]

L6. Do you feel that your current accommodation (excluding location) is suitable for your family's needs?

Yes .....  1      No .....  2

L7. [CARD L7] Why is that?

Yes      No

- |   |                            |       |                            |
|---|----------------------------|-------|----------------------------|
| a. Too small.....   | <input type="checkbox"/> 1 | ..... | <input type="checkbox"/> 2 |
| b. Not a child-friendly layout.....                           | <input type="checkbox"/> 1 | ..... | <input type="checkbox"/> 2 |
| c. Poor conditions in the home (damp, drafts, leaks etc)..... | <input type="checkbox"/> 1 | ..... | <input type="checkbox"/> 2 |
| d. Other (specify) _____                                      | <input type="checkbox"/> 1 | ..... | <input type="checkbox"/> 2 |

L8. [Card L8] Which of these descriptions BEST describes your usual situation in regard to work?

[INTERVIEWER: IF RESPONDENT IS ON MATERNITY LEAVE AND SHE HAS A JOB WHICH SHE INTENDS TO RETURN TO, SHE SHOULD BE CODED AS 0]

- |  |                            |  |                            |
|--|----------------------------|--|----------------------------|
| 0. Currently on maternity leave,<br>but have a job to return to..... | <input type="checkbox"/> 0 | 4. Student full-time .....                                     | <input type="checkbox"/> 4 |
| 1. Employee (incl. Apprenticeship or<br>Community Employment) .....  | <input type="checkbox"/> 1 | 5. On State training scheme - eg SOLAS,<br>Faite Ireland ..... | <input type="checkbox"/> 5 |

# Technical Documents – [growingup.gov.ie](http://growingup.gov.ie)

## 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 – growingup.gov.ie

## Summary Data Dictionary:

- Short version of 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)
p1years w5	Person 1 age Wave 5 Grid (PCG)
p2sexw5	Person 2 gender Wave 5 Grid (Study Child)
p2years w5	Person 2 age Wave 5 Grid (Study Child)
p3sexw5	Person 3 gender Wave 5 Grid
p3years w5	Person 3 age Wave 5 Grid

## Data Dictionary:

- All info in summary data dictionary +...
- Value labels (answer cats.)

MMM5		
Standard Attributes	Position	Value
	Label	316
	Type	M5. Do you have any family living in this area
	Measurement	Numeric
Valid Values	1	Nominal
	2	yes
Missing Values	8	no
	9	Refusal
		Dontknow

MS14		
Standard Attributes	Position	Value
	Label	317
	Type	S14. Current Marital Status
	Measurement	Numeric
Valid Values	1	Nominal
	2	Married and living with husband / wife
	3	Married and separated from husband / wif
	4	Divorced
	5	Widowed
Missing Values	9	Never married
		Dontknow

# Official Publications – growingup.gov.ie

## Key Findings

- Produced after each wave of data collection
- 3-4 domain-specific short reports, detailing a selection of key descriptive findings



**INFANT COHORT**  
At 3 Years Old

**GROWING UP IN IRELAND**

**KEY FINDINGS: INFANT COHORT (at 3 years)**

**NO. 1 THE HEALTH OF 3-YEAR-OLDS**

**INTRODUCTION**  
This is the first in a series of Key Findings from the second round of interviews with the Infant Cohort in Growing Up in Ireland. The families of 11,700 children were initially interviewed in 2008/2009 when the Study Child was nine months old. They were re-interviewed between January and August 2011, when the children were three years old. This Key Findings presents summary information on the health of children at three years of age.

Differences in health, even at this young age, can have long-term consequences. This document highlights some early results on the health of three-year-olds, including issues of concern both nationally and internationally such as childhood obesity, longstanding illness, injury rates, and antibiotic usage.

An ONS Government Funded Initiative



**INFANT COHORT**  
At 5 Years Old

**GROWING UP IN IRELAND**

**KEY FINDINGS: INFANT COHORT (at 5 years)**

**NO. 1 TRANSITION TO SCHOOL AMONG FIVE-YEAR-OLDS**

**INTRODUCTION**  
This is the first in a series of Key Findings from the third wave of interviews with the Infant Cohort in Growing Up in Ireland. The families of around 11,000 children were initially interviewed in 2008/2009 when the Study Children were nine months old. They were re-interviewed between January and August 2011 when the children were three years of age, and between March and September 2013 when the children were five years old. This Key Findings presents descriptive information on the child's transition to primary school.

Starting school is a very important milestone for the developing child. Primary school plays an important role in the child's life and can have a substantial impact not only on their educational development but also on their emotional and social well-being.

An ONS Government Funded Initiative



**Cohort '08**  
Nov. 2018

**GROWING UP IN IRELAND**

**KEY FINDINGS: COHORT '08 AT 9 YEARS OLD**

**NO. 4 RELATIONSHIPS & SOCIO-EMOTIONAL WELL-BEING**

**INTRODUCTION**  
Growing Up in Ireland is the national longitudinal study of children designed to inform policy affecting children and their families. The study follows two cohorts of children, born roughly a decade apart. The families of Cohort '08 (the Infant Cohort) were first interviewed in 2008/2009, when the child was 9 months old. They were re-interviewed when the child was 3 years, 5 years, and 9 years the later in postal survey and between July 2011 and March 2016 when the child was 9 years old. The other cohort in Cohort '08 (the Child Cohort) first includes children born in 1998 and re-interviewed the study when they were 9 years old in 2007.

This series of Key Findings draws on information provided by the Cohort '08 9-year-olds and his or her Primary Caregiver (usually the mother) and the child's online report (where available) and mother. The series is based on 7,263 9-year-olds whose families participated in the study at ages 9 months, 3 years, 5 years and 9 years old.

This Key Findings report is the fourth in the series from the latest round of data collection from Cohort '08 at 9 years of age. It focuses on children's relationships with parents and friends, challenges and reward of events they experience, their socio-emotional well-being, the activities they share with their mothers and screen time. Children's progress in developing social and emotional skills is important for building healthy relationships, as well as being an important part of their overall well-being.

For some outcomes, findings on the 9-year-olds of Cohort '08 are contrasted with those of the earlier Cohort '08. There are important differences between the two cohorts at 9 years old, apart from being born a decade apart. The main difference is that the children in the '08 cohort at 9 years old have been living in Ireland since they were 9 months old. The cohort does not include children who had moved to Ireland when they were older than 9 months or children whose families had dropped out of the study since they were 9 months old. Cohort '08, on the other hand, was recruited at 9 years old and represents all 9-year-olds living in Ireland at the time they were recruited in 2007/08.

Many useful comparisons can be made between the cohorts, but, for the reasons noted here, comparisons between them cannot be used to draw firm conclusions about differences between all 9-year-olds in 2017 and all 9-year-olds in 2007.

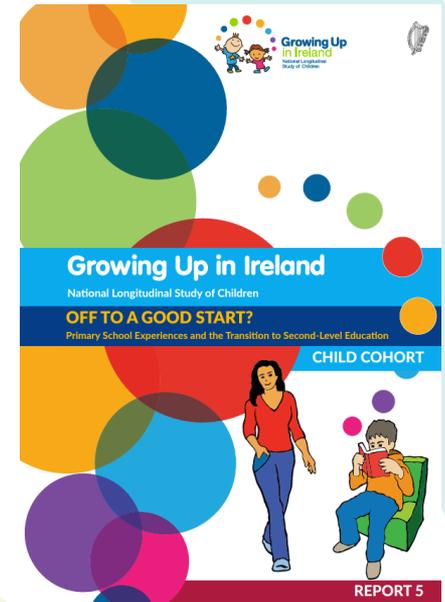
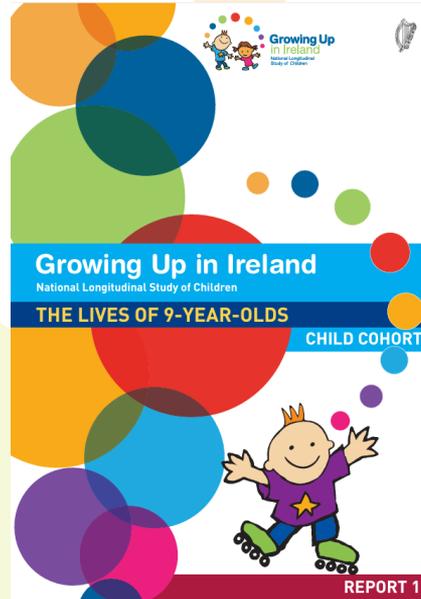
Growing Up in Ireland is funded by the Department of Children and Youth Affairs (DCYA) with co-funding from The Health Research Board (HRB), 2016 research grant awarded to the DCYA in association with the Central Statistics Office (CSO).

An ONS Government Funded Initiative

# Official Publications – [growingup.gov.ie](http://growingup.gov.ie)

## Descriptive Reports

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



# External Publications – growingup.gov.ie

## An up-to-date list of External Publications

- Journal articles, reports

\* **Must use GUI data**

Home	About Growing Up in Ireland	Information for Participants	Information for Researchers	Publications	
External Publications Using GUI Data					
Search					
<input type="text"/>					
Authors	Year ↓	Title	Link	Journal/Book	Abstract
Ceatha, N., Gates, G. J., Crowley, D.	2023	LGBT+ Self-Identification Among Youth in Ireland Aged 17-18 Years: A Research Brief	<a href="#">Open</a>	Population Research and Policy Review	<a href="#">Abstract</a>
Laurence, J., Russell, H., Smyth, E.	2023	What Protected the Wellbeing of Mothers during the Pandemic?	<a href="#">Open</a>	Economic & Social Research Institute	<a href="#">Abstract</a>
O'Reilly, C., Mohan, G.	2023	Parental influences on excessive Internet use among adolescents	<a href="#">Open</a>	Emerald Insight	<a href="#">Abstract</a>
Sharma, V., Cassetti, O., Winning, L., O'Sullivan, M., Crowe, M.	2023	Protocol for developing a dashboard for interactive cohort analysis of oral health-related data	<a href="#">Open</a>	BMC Oral Health	<a href="#">Abstract</a>
Ceatha, N., Kosy, A. C. C., Kelly, A., Killeen, T., McCabe, K., Murray, J., Pope, J., Scully, N., Buggy, C., Crowley, D.	2023	LGBT+ Youth Perspectives on Sexual Orientation and Gender Identity Questions in the Growing Up in Ireland Survey: A Qualitative Study	<a href="#">Open</a>	Youth	<a href="#">Abstract</a>
Montero-Marin, J., Hinze, V., Mansfield, K., Slaghekke, Y., Blakemore, S.J., Byford, S.,	2023	Young People's Mental Health Changes, Risk, and Resilience During the COVID-19 Pandemic	<a href="#">Open</a>	JAMA network	<a href="#">Abstract</a>

## BMC Public Health

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Research | [Open access](#) | [Published: 21 March 2022](#)

The clustering of physical activity and screen time behaviours in early childhood and impact on future health-related behaviours: a longitudinal analysis of children aged 3 to 8 years

[Original Investigation](#) | Public Health

September 21, 2023

## Young People's Mental Health Changes, Risk, and Resilience During the COVID-19 Pandemic

Jesus Montero-Marin, PhD<sup>1,2,3</sup>; Verena Hinze, PhD<sup>1</sup>; Karen Mansfield, PhD<sup>1</sup>; et al.

[Author Affiliations](#) | [Article Information](#)

JAMA Netw Open. 2023;6(9):e2335016. doi:10.1001/jamanetworkopen.2023.35016



ORIGINAL ARTICLE | [Open Access](#) | [CC BY](#)

Exploring cumulative disadvantage in early school leaving and planned post-school pathways among those identified with special educational needs in Irish primary schools

Eamonn Carroll Selina McCoy, Georgiana Mihut

# Conference Archive

- 15 Annual Research Conferences to date
- Showcase new research using *GUI* data
- 20-30 research presentations per conference
  - Ref: Book of abstracts, conference programme
- Useful resource for researchers:
  - What research has been conducted to date?
  - What topics / interactions can I explore?



Fás Aníos in Éirinn  
Growing Up in Ireland

## Growing Up in Ireland Annual Conference 8th Nov 2023

Room 1: Stratocaster A&B

9:00	Welcome – Laura McGarrigle, Assistant Secretary, DCEDIY		
9:10	Address by Minister Roderic O’Gorman TD		
9:25	Update on Growing Up in Ireland by Ciara Pidgeon, DCEDIY, and CSO		
9.45	Five-minute room change		
	<b>Room 1: Stratocaster A&amp;B</b>	<b>Room 2: Alhambra</b>	<b>Room 3: Stratocaster C</b>
	<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
	Chair: <b>Dr Anne Nolan</b> ESRI	Chair: <b>Dr Eoin McNamara</b> DCEDIY	Chair: <b>Dr Jan Skopek</b> TCD
9:50	Volunteering among young adults in Ireland <b>Emer Smyth</b>	Identifying high-risk subgroups for self-harm in adolescents and young adults: a longitudinal latent class analysis of risk markers <b>David McEvoy</b>	Impact of bullying and parent-child conflict on self-concept: Analysis using secondary data from waves 1 and 2 of Growing up in Ireland Survey <b>Kayla O’Flaherty</b>
10:10	Caregiving among young adults: antecedents and outcomes <b>Helen Russell</b>	Young adult functional outcomes of childhood psychopathology <b>Niamh Dooley</b>	The relationship between victimisation, depressive symptoms and self-concept in 9-year-old children <b>Mary Bolland</b>
10:30	Coffee break		
	<b>Room 1: Stratocaster A&amp;B</b>	<b>Room 2: Alhambra</b>	<b>Room 3: Stratocaster C</b>
	<b>Session D</b>	<b>Session E</b>	<b>Session F</b>
	Chair: <b>Dr Ciara Reynolds</b> IPH	Chair: <b>Dr Anna Visser</b> , Dept. of An Taisceach	Chair: <b>Marian Brattman</b> Tusla
11:00	The association between gambling and mental health outcomes for young people in Ireland <b>Gretta Mohan</b>	Digital use and digital inequality among Irish children from different ethnic backgrounds <b>Melissa Bohnert</b>	A latent class analysis of mental health symptoms in primary school children: Exploring associations with school attendance problems <b>Jane Sharpe</b>
11:20	Use of pornography and sexual health and wellbeing in young adulthood: Evidence from Growing Up in Ireland <b>Anne Nolan</b>	Narrowing English language achievements gaps by migration background and the role of school <b>Frances McGinnity</b>	Externalising behaviour among primary school children <b>Emer Smyth</b>
11:40	Associations between parental and child drinking behaviours <b>Eoin McNamara</b>	Lone parent benefit reform in Ireland: beyond the labour market effects <b>Claire Keane</b>	Disruptions and discontinuities in child development: The impact of the pandemic on children’s psychological distress <b>Ross MacMillan</b>

# ISSDA and CSO Websites

## ISSDA:

- [www.ucd.ie/issda/data/guichild/](http://www.ucd.ie/issda/data/guichild/) - Cohort '98
- [www.ucd.ie/issda/data/guiinfant/](http://www.ucd.ie/issda/data/guiinfant/) - Cohort '08

## CSO:

- <https://www.cso.ie/en/surveys/householdsurveys/growingupinirelandsurvey/>
- How to apply for data\*
- Provide relevant technical documents and supplementary documentation

\* Covered in detail in next section

## 2) Accessing and Understanding the Data

- Online Resources
- **Familiarising yourself with the Data**
- Applying for the AMF/RMF

# Familiarise Yourself with the Data

Suggested steps to familiarise yourself with the data...

1. **Questionnaires** – general overview of the structure/content of all interviews
2. **Summary data dictionaries** – search for specific topics, keywords
3. **Design reports** – find info on methodology and justification/validity of items
4. **Publications / conference presentations** – explore findings to date, significant trends & interactions, potential analysis techniques
5. **AMF analysis**

# Data File Characteristics

- Wide format data file, available in SPSS / Stata / SAS
  - 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 (AMF vs RMF)
  - 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, if categories have been collapsed
  - e.g. Likert scale responses grouped together: satisfied + very satisfied

# Data View – SPSS

GUI Data\_9YearCohort.sav [DataSet3] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Visible: 850 of 850 Var

	ID	Wgt_9yr	Gross_9yr	Partner	Int_type	MMA2	MMA3	MMA4	mma5ap1	MMAgep1	mma5rm
1	1000	.30	1.97	0	2	2	1	2	2	32.00	
2	2000	1.85	12.23	0	2	2	1	2	2	45.00	
3	3000	1.08	7.10	0	2	2	1	2	2	29.00	
4	4000	.86	5.67	0	2	2	1	2	2	48.00	
5	5000	.89	5.86	0	2	2	1	2	2	33.00	
6	6000	.32	2.11	0	2	2	1	2	2	37.00	
7	7000	1.71	11.30	0	2	2	1	2	2	35.00	
8	8000	.56	3.71	0	2	2	1	2	2	50.00	
9	9000	.69	4.53	0	2	2	1	2	2	34.00	
10	10000	.81	5.34	0	2	2	1	2	2	35.00	
11	11000	.96	6.33	0	2	2	1	2	2	34.00	
12	12000	.69	4.56	0	2	2	1	2	2	36.00	
13	13000	1.94	12.79	0	2	2	1	2	2	30.00	
14	14000	2.40	15.79	0	2	2	1	2	2	48.00	
15	15000	1.93	12.71	0	2	2	1	2	2	28.00	
16	16000	.60	3.98	0	2	2	1	2	2	36.00	
17	17000	.59	3.90	0	2	2	1	2	2	32.00	
18	18000	.63	4.16	0	2	2	1	2	2	34.00	
19	19000	1.79	11.78	0	2	2	1	2	2	41.00	

# Variable View – SPSS

GUI Data\_9YearCohort.sav [DataSet3] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	ID	Numeric	8	0	Household ID	None	None	10	Right	Scale	Input
2	Wgt_9yr	Numeric	8	2		None	None	10	Right	Scale	Input
3	Gross_9yr	Numeric	8	2		None	None	11	Right	Scale	Input
4	Partner	Numeric	8	0	Partner in hou...	{0, No partner}...	None	10	Right	Scale	Input
5	Int_type	Numeric	8	0	Household inte...	{1, Both caregivers i...	None	10	Right	Scale	Input
6	MMA2	Numeric	1	0	A2. Record ge...	{1, male}...	8, 9	6	Right	Nominal	Input
7	MMA3	Numeric	2	0	A3.Resps relat...	{1, biological parent}...	98, 99	6	Right	Nominal	Input
8	MMA4	Numeric	2	0	A4.How many ...	{1, one}...	98, 99	6	Right	Nominal	Input
9	mma5ap1	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right	Nominal	Input
10	MMagep1	Numeric	8	2	Age Person 1 ...	{26.00, 26 years or l...	None	10	Right	Scale	Input
11	mma5rmp1	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	9	Right	Nominal	Input
12	mma5rcp1	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
13	mma5pesp1	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right	Nominal	Input
14	mma5ap2	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right	Nominal	Input
15	MMagep2	Numeric	8	2	Age Person 2 ...	None	None	10	Right	Scale	Input
16	mma5rmp2	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
17	mma5rcp2	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
18	mma5pesp2	Numeric	1	0	PES P2	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
19	mma5ap3	Numeric	1	0	Gender P3	{1, male}...	8, 9	9	Right	Nominal	Input
20	MMagep3	Numeric	8	2	Age Person 3 ...	{50.00, 50 years and...	None	10	Right	Scale	Input
21	mma5rmp3	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
22	mma5rcp3	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input

# Variable Naming

- Naming varies across waves, but some consistencies
  - References wave, respondent, questionnaire, question
- **Cohort '08, W1:**
  - MMB1 = mother, main, question B1
  - MS12 = mother, self-complete, question 12
- **Cohort '08, W5:**
  - b5pcs31 = birth cohort, w5, pcg, self-complete, q31
  - bcq5q4 = birth cohort, child questionnaire, w5, q4

**\* Tip: Search within summary data dictionary or variable labels to find variables**

# 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
<b>p2sexW2</b>	Child's gender
<b>B2_hhtype4</b>	Household type: 4-category, # of parents & children
<b>B2_partner</b>	PCG has spouse/partner living in the home
<b>B2_EIncQuin</b>	Equivalent household income quintile: deciles also available
<b>B2_hsdclass</b>	Family social class: professional, skilled manual, etc...
<b>B2region</b>	Region: urban or rural

# Scales

- Standardized measures (set of questions/answer cats) measuring an underlying concept
- **Examples in GUI:**
  - SDQ
  - CES-D
  - SMFQ
  - FAST / AUDIT
  - Pianta scale
- **Widely-established instruments**
  - Used consistently across both cohorts and numerous waves
  - 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)
  - Derived variables (scale/subscale totals) found towards end of data file
  - e.g. b2\_SDQconduct (SDQ), bpc2\_conflict (Pianta), bsc2\_warmth (parenting style)

## 2) Accessing and Understanding the Data

- Online Resources
- Familiarising yourself with the Data
- **Applying for the AMF/RMF**

# Two Types of Data File

## 1. Anonymised Microdata File (AMF)

## 2. Research Microdata File (RMF)

- Both files made **available to researchers** after each wave of data collection
  - AMF from ISSDA
  - RMF from CSO
- Data are **confidential** and **anonymised**
- Substantial overlap between both file types
  - AMF easier to access
  - RMF provides more detailed and sensitive data

# Anonymised Microdata Files (AMF)

- The AMF is prepared and approved by the CSO
- Distributed by Irish Social Science Data Archive (ISSDA)
  - [www.ucd.ie/issda/data/guichild/](http://www.ucd.ie/issda/data/guichild/)
  - [www.ucd.ie/issda/data/guiinfant/](http://www.ucd.ie/issda/data/guiinfant/)
- Fewer 'sensitive' variables included
  - i.e. questions from self-complete questionnaires
- Identifying variables removed
- Top & bottom coding
- Collapsed categories



**ISSDA**  
Irish Social Science Data Archive

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### Growing up In Ireland Cohort '98 (Child Cohort) Wave 1 - 9 years, 2008

Study number (SN): 0020-01

**CITATION**

Central Statistics Office (CSO). (2010). *Growing up In Ireland Cohort '98 (Child Cohort) Wave 1 - 9 years, 2008*. [dataset]. Version 1. Irish Social Science Data Archive. SN: 0020-01. URL <http://www.ucd.ie/issda/data/GUIChild/GUIChildWave1>

**ABOUT THE STUDY**

Growing Up in Ireland - the National Longitudinal Study of Children, is the first survey of its kind ever undertaken in Ireland and, as such, aims to explore the many and varied factors that contribute to or undermine the wellbeing of children currently living there. A two age cohort longitudinal design was adopted with one cohort of 11,134 infants (aged nine months) and the other of 8,568 nine-year olds, with a view to improving and understanding of children's development across a range of domains. Since the survey is longitudinal in nature respondents in both cohorts are interviewed on a number of occasions over the following few years. The 8,568 children representing the nine-year cohort were born between 1st November 1997 and 31st October 1998.

**MAIN TOPICS**

- Families
- Children
- Child Health
- Child Development
- Education
- Child Day Care
- Leisure Time Activities
- Hobbies
- Parental Role
- Anthropometric Measurements

Adapting to Diversity: Irish schools and newcomer students

Attitudes to Older People in Ireland

All Ireland Traveller Health Study

Benefacts

Business in the Community's (BITC) 'Time to Read' Pupil Mentoring Programme

CDI: Community Safety Initiative, 2010 & 2011

CDI: Doodle Den Literacy Programme, 2008-2011

CDI: Early Childhood Care and Education (ECCE), 2008 - 2011

CDI: Mate-Tricks, 2012

# Anonymised Microdata Files (AMF)

## How to Apply for AMFs

1. Download the request form from ISSDA site
2. Identify data files (study number, SN)
3. Complete all sections of the form:
  - Personal / institution details
  - Short description of intended use of the data
4. Sign the End User Licence, email completed application to [issda@ucd.ie](mailto:issda@ucd.ie)
5. Allow up to three working days for the application to be processed (hopefully quicker)
6. Receive a link to download data + separate password

### ACCESS INFORMATION

#### Accessing the data

To access the data, please complete a [ISSDA Data Request Form for Research Purposes](#), sign it, and send it to ISSDA by [email](#).

For teaching purposes, please complete the [ISSDA Data Request Form for Teaching Purposes](#), and follow the procedures, as above. Teaching requests are approved on a once-off module/workshop basis. Subsequent occurrences of the module/workshop require a new teaching request form.

Data will be disseminated on receipt of a fully completed, signed form. Incomplete or unsigned forms will be returned to the data requester for completion.

# AMF – Data Request Form

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 \*

- |   |  |  |                                  |
|---|--|--|----------------------------------|
| <input type="checkbox"/> Academic Staff               | <input type="checkbox"/> Post Doc                  | <input type="checkbox"/> PhD   | <input type="checkbox"/> Masters |
| <input type="checkbox"/> Undergraduate                | <input type="checkbox"/> Independent<br>Researcher | <input checked="" type="checkbox"/> Government/<br>Policy researcher |                                  |
| <input type="checkbox"/> Other [please specify] _____ |  |  |                                  |

# When to Apply for an RMF?

- From preliminary AMF analysis, it will be clear if the variables or level of detail you need are **not included on the AMF**
- If a variable / question / scale is present on questionnaire but not on the AMF, it will be available on the RMF
  - Majority of self-complete (sensitive) items are only available on RMF
  - Individual items from scales
- RMFs are only available through the CSO
- More detailed than AMF
  - Less collapsing of variable categories
- Substantially tighter controls / longer turnaround time

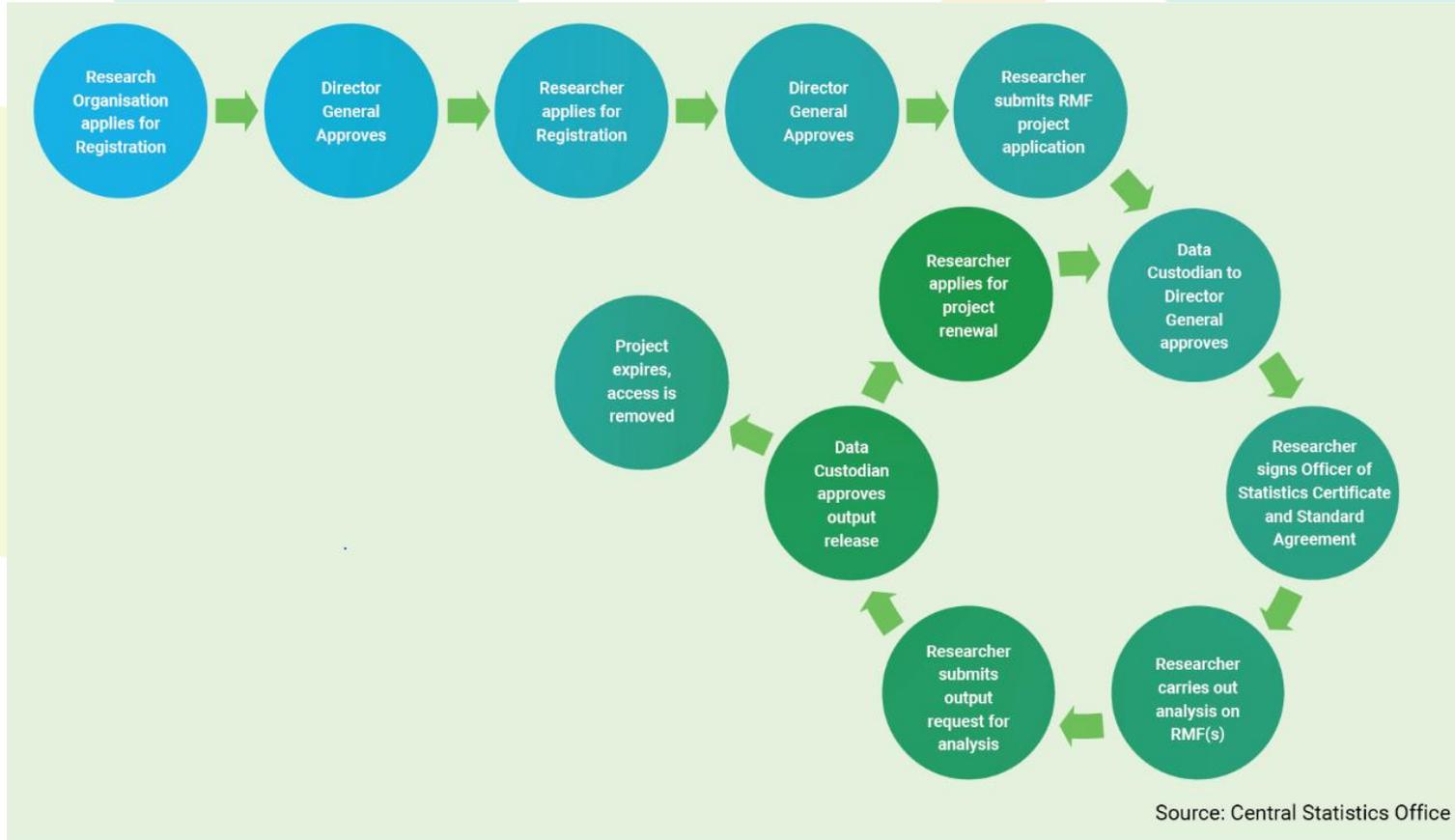
# Ownership and Use of the Data

- Data collected under the **Statistics Act 1993**
  - Clearly sets out the terms and conditions of use of the data recorded under it
  - Ensures that the integrity and confidentiality of the data is maintained
  - Data shall be used for statistical compilation and analysis only
- RMF data users must attend **Officer of Statistics** training and abide by the conditions of the RMF Standard Agreement
- Data are owned by the State and accessed under licence from the CSO
- No data which can be related to an identifiable person shall be disseminated, shown or communicated to any person or body

# Research Microdata Files (RMF)

- Applicants (researchers) must be employed by, or formally related to, a **registered research organisation**
- If your organisation is not registered (or if you're unsure), contact the Researcher Coordination Unit (RCU) – [rcu@cso.ie](mailto:rcu@cso.ie)
- All registered research org's will have a designated RMF contact – they will need to countersign any RMF application form
- RMF access for students is restricted to those undertaking post-graduate work
  - Supervisor(s) must also apply and be appointed as an **Officer of Statistics**
- Your organisation's RMF Contact who will set them up on **ROSA** with a profile, etc.
  - Researcher needs to complete their own registration, researcher 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 remote desktop; researchers can use SPSS, R and Stata

# RMF Process Lifecycle



# Finished Analysis

- Access to both AMF and RMF is project specific and time limited
  - You will need to re-apply for an extension
- Inform ISSDA/CSO when finished with AMF/RMF
- RMF access will be directly controlled by CSO who have an ethical obligation to monitor statistical outputs before releasing them for use
- No copies of the data should be retained by the researcher

### 3) Using the Data

- **Matching Files**
- Applying Weights

# A Note on Syntax

\*Examples hereafter use SPSS, but many similarities with other common statistical programs

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

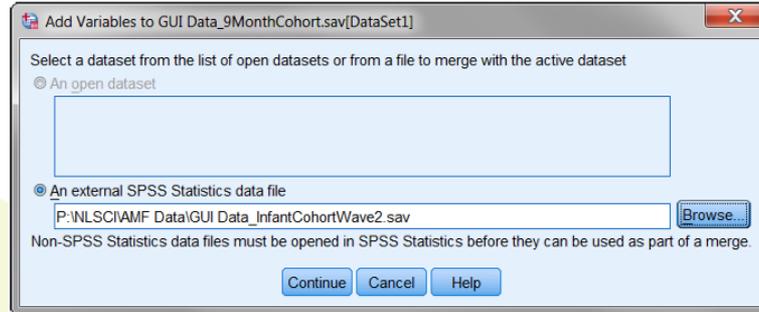
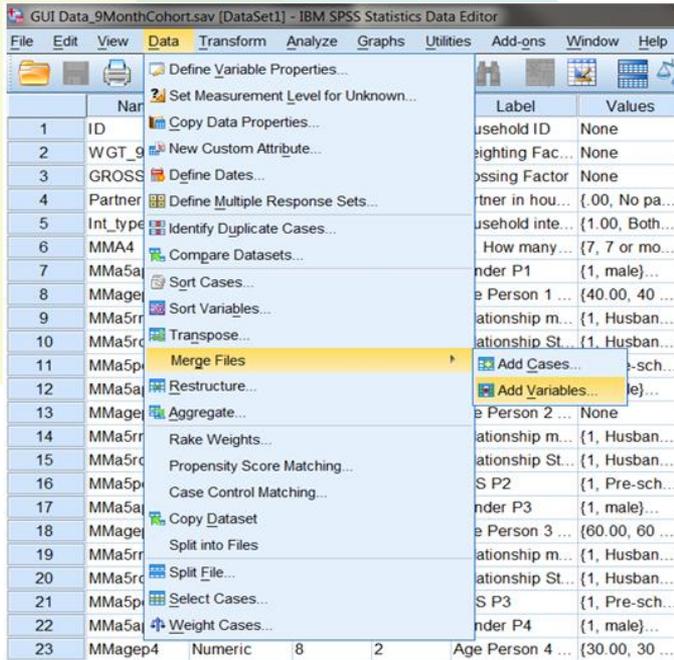
## **Key Advantages of Syntax:**

- Can be saved, providing a record of all analyses you've performed
- Repeatable and flexible – can be edited, improved, fixed and re-run
- Retrace your steps, keep notes, and communicate your process

# 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...

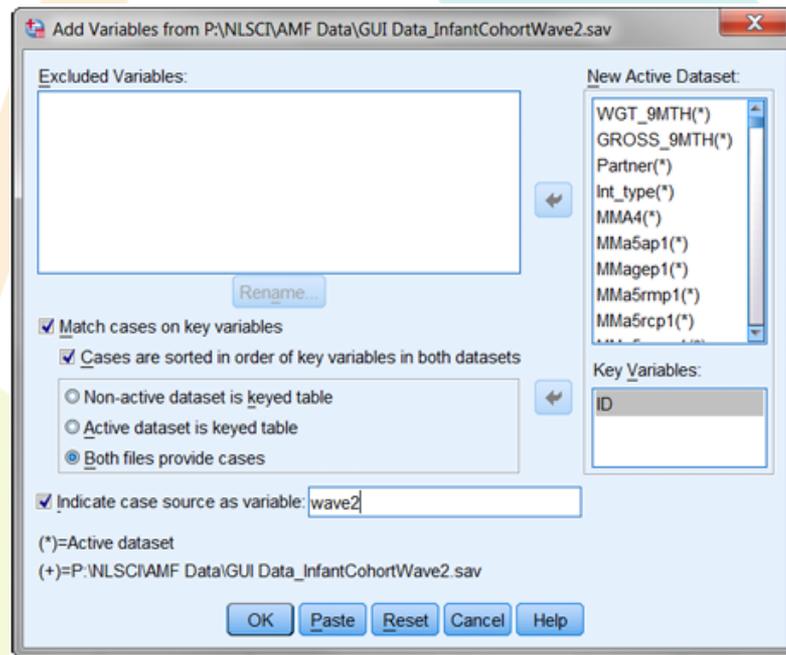


# Matching Files

- Match cases on key variables
  - Cases are sorted in order of key variables in both datasets
  - **By default, sorted by ID**
- Indicate case source as variable – rename
  - New variable 'wave2', cases coded 1 if in Wave 2, 0 if not
- Repeat for subsequent waves...
- Save
- Conduct longitudinal analysis

\* **Remember, file structure is wide**

\* **Still just one row per ID**



# Matching Files

## Using Syntax...

```
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.
```

### 3) Using the Data

- Matching Files
- **Applying Weights**

# Applying Weights

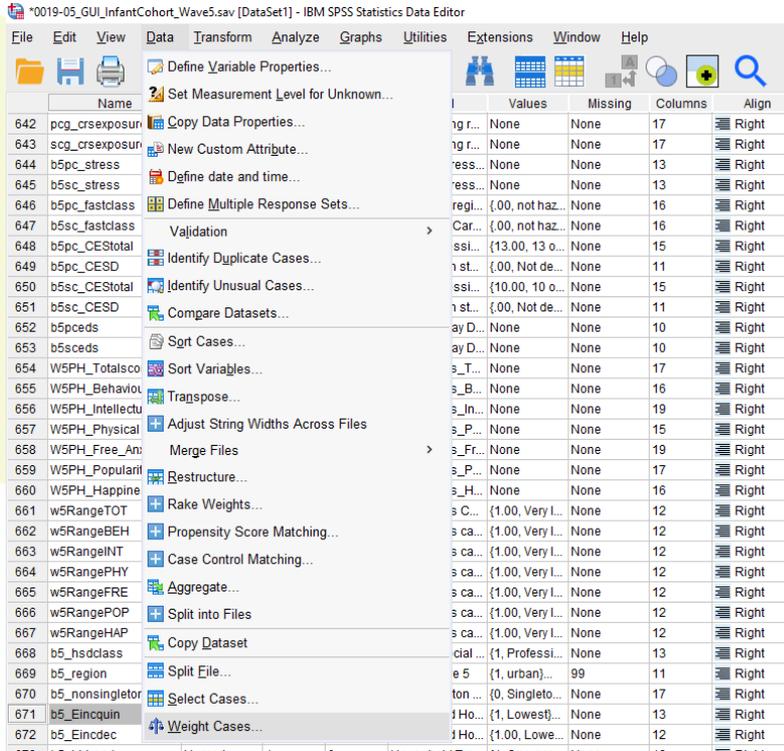
- Data can be re-weighted to account for differential attrition across waves
  - Leads to differences between structure of completed sample (any wave) and wider population
  - Ensures sample is representative of the population (\*at time of recruitment – **fixed panel** design)
  - Based on key socio-demographic variables
- Re-weighting should be carried out prior to any 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** analysis
    - A reduced sample = smaller **N** than using WGT\_9YRA
- \* older data files also have a grossing factor (e.g. GROSS\_9YR), which calibrates to the population total of 60-70,000 children (varies by wave)

# Applying Weights

## - Drop-down menu



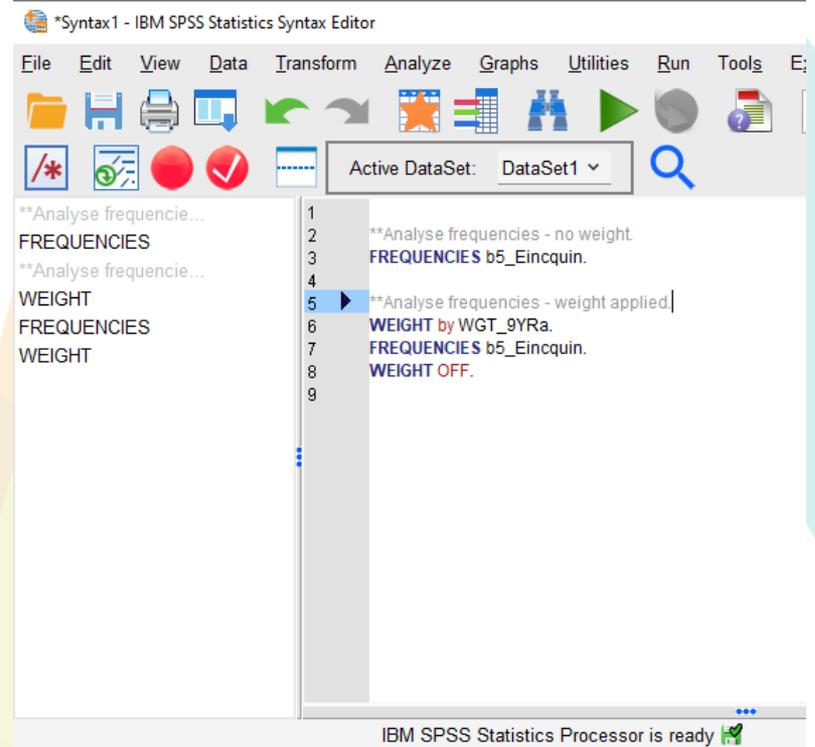
\*0019-05\_GUI\_InfantCohort\_Wave5.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Define Variable Properties...  
Set Measurement Level for Unknown...  
Copy Data Properties...  
New Custom Attribute...  
Define date and time...  
Define Multiple Response Sets...  
Validation  
Identify Duplicate Cases...  
Identify Unusual Cases...  
Compare Datasets...  
Split Cases...  
Sort Variables...  
Transpose...  
Adjust String Widths Across Files  
Merge Files  
Restructure...  
Rake Weights...  
Propensity Score Matching...  
Case Control Matching...  
Aggregate...  
Split into Files  
Copy Dataset  
Split File...  
Select Cases...  
Weight Cases...

Name	Values	Missing	Columns	Align
pcg_crsexposur	None	None	17	Right
scg_crsexposur	None	None	17	Right
b5pc_stress	None	None	13	Right
b5sc_stress	None	None	13	Right
b5pc_fastclass	{00, not haz...	None	16	Right
b5sc_fastclass	{00, not haz...	None	16	Right
b5pc_CESTotal	{13.00, 13 o...	None	15	Right
b5pc_CESD	{00, Not de...	None	11	Right
b5sc_CESTotal	{10.00, 10 o...	None	15	Right
b5sc_CESD	{00, Not de...	None	11	Right
b5pceds	None	None	10	Right
b5sceds	None	None	10	Right
W5PH_Totalsco	None	None	17	Right
W5PH_Behavio	None	None	16	Right
W5PH_Intelectu	None	None	19	Right
W5PH_Physical	None	None	15	Right
W5PH_Free_An	None	None	19	Right
W5PH_Populari	None	None	17	Right
W5PH_Happine	None	None	16	Right
w5RangeTOT	None	None	12	Right
w5RangeBEH	{1.00, Very l...	None	12	Right
w5RangeINT	{1.00, Very l...	None	12	Right
w5RangePHY	{1.00, Very l...	None	12	Right
w5RangeFRE	{1.00, Very l...	None	12	Right
w5RangePOP	{1.00, Very l...	None	12	Right
w5RangeHAP	{1.00, Very l...	None	12	Right
b5_hsdclass	{1, Professi...	None	13	Right
b5_region	{1, urban}...	99	11	Right
b5_nonsingleto	{0, Singleto...	None	17	Right
b5_Eincquin	{1, Lowest}	None	13	Right
b5_Eincdec	{1.00, Lowe...	None	12	Right

## - Syntax



\*Syntax1 - IBM SPSS Statistics Syntax Editor

File Edit View Data Transform Analyze Graphs Utilities Run Tools E;

Active DataSet: DataSet1

```
**Analyze frequencie...  
FREQUENCIES  
**Analyze frequencie...  
WEIGHT  
FREQUENCIES  
WEIGHT  
  
1  
2  
3 **Analyze frequencies - no weight  
4 FREQUENCIES b5_Eincquin.  
5 **Analyze frequencies - weight applied |  
6 WEIGHT by WGT_9YRa.  
7 FREQUENCIES b5_Eincquin.  
8 WEIGHT OFF.  
9
```

IBM SPSS Statistics Processor is ready

# Applying Weights

## - No weight

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 applied

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		

# Thank You

## Questions?

## Contact...

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**\*Please complete feedback form – check emails**