Exploring the 2009 AuSSA Data

The 7th workshop introduces the 2009 Australian Survey of Social Attitudes (AuSSA). The module topic for 2009 was “social inequality”. This is the most recent ISSP data on this topic, which was surveyed four times in 1987, 1992, 1999 and 2009.

The dataset is extracted from the 2009 ISSP data but includes only Australian respondents. This 2009 AuSSA is one of the three datasets that you can use for your final research project. To know more about the 2009 AuSSA, visit <https://dataverse.ada.edu.au/dataset.xhtml?persistentId=doi:10.4225/87/IH68HQ>.

Download the dataset from the course iLearn page. Find “2009 AuSSA SPSS Data File” under the tab of Datasets. Also, look at “A Simple Codebook of the 2009 AuSSA” and “A Detailed Codebook of the 2009 AuSSA” which provide useful information on variables and their values.

**Workshop Activities**

As this week’s workshop focuses on guidelines for your final data analysis report, we don’t have any new demonstration of SPSS commands. Instead, we revisit some critical SPSS skills we learned in previous weeks, which now you should feel confident and comfortable in employing.

Therefore, this 7th workshop guide has only workshop activities. Open the dataset of 2009 AuSSA data and answer the following questions:

Q1. In an open society, top positions are allowed for anyone who aims to achieve them, and thus individual talent, motivation and efforts should determine outcomes and accomplishments rather than family background or status. Let’s look at how Australians’ view about the openness of social stratification using two variables: *opwlth* and *ophrdwrk*. The first variable, *opwlth,* asks respondents the importance of coming from a wealthy family for getting ahead. The next *ophrdwrk* variable asks respondents the importance of hard work for getting ahead. There are five responses: essential (=1), very important (=2), fairly important (=3), not very important (=4) and not important at all (=5). **Make frequency tables and graphs of both variables using the *Frequencies* command.** Based on the tables and graphs, **do you think Australians view Australian society as an open society? Briefly justify your conclusion**.

Q2. Now we examine class identification of respondents. First, **make a frequency table of social class (the variable name is *class*) and report class categories having the highest and the lowest frequency. Do you think there is a good distribution for all categories? Why or why not?** Then, make a new class variable (*newclass*) by recoding the original *class* variable based on the recoding scheme in <Table 1> Coding Scheme of a New Class Variable. Use the command of *Recode into Different Variables*. **Make a frequency table of *newclas*** and **report the class category with the lowest frequency in *newclass* and its percentage.**

<Table 1> Coding Scheme of a New Class Variable

|  |  |
| --- | --- |
| **class** | **Newclass** |
| **values** | **labels** | **values** | **Labels** |
| 1 | Lower | 1 | Lower |
| 2 | Working |
| 3 | Lower middle |
| 4 | Middle | 2 | Middle |
| 5 | Upper middle | 3 | Upper |
| 6 | Upper |

Q3. Investigate whether people with different class identification would have a different view about the openness of Australian society. **Compare the distribution of *opwlth* and *ophrdwrk* by *newclass*** using the *Explore* command. **Describe how social class affects the view of Australian society. And briefly explain why.**