# Millennium Cohort Study

## Classification of children's aspirations dataset

### MCS4 (2008)

USER GUIDE
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# Contents

# 1 Preface

The Centre for Longitudinal Studies (CLS) is an ESRC Resource Centre based at the Institute of Education (UCL).

It provides support and facilities for those using the three internationally-renowned birth cohort studies: the National Child Development Study (1958), the 1970 British Cohort Study and the Millennium Cohort Study (2000). CLS conducts research using the birth cohort study data, with a special interest in family life and parenting, family economics, youth life course transitions and basic skills. The views expressed in this work are those of the author(s) and do not necessarily reflect the views of the Economic and Social Research Council. All errors and omissions remain those of the author(s).

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# 2   Introduction

This document accompanies the deposit of the Millennium Cohort Study Aspirations module at the UK Data Service. What children would like to become when they grow up could be linked their socio-economic background and provide information about their personal goals ([1] [2] [3] [4] [5]). For this reason an open question was added in the self-completion questionnaire of Sweep 4 (2008) when the cohort members were 7 years old.

## 2.1   Millennium Cohort Study

The Millennium Cohort Study (MCS) is a multi-disciplinary research project following the lives of around 19,000 children born in the UK in 2000-01. It is the most recent of Britain's world-renowned national longitudinal birth cohort studies. The study has been tracking the Millennium children through their early childhood years and plans to follow them into adulthood. It collects information on the children's siblings and parents. MCS's field of inquiry covers such diverse topics as parenting; childcare; school choice; child behaviour and cognitive development; child and parental health; parent's employment and education; income and poverty; housing, neighbourhood and residential mobility; and social capital and ethnicity.

The study is core funded by the Economic and Social Research Council (ESRC) and a consortium of Government departments.

To date, there have been six surveys of the cohort: at age nine months, three, five, seven, eleven and fourteen years old.

Further information about the MCS is available from the CLS website http://www.cls.ioe.ac.uk/mcs.

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[1] Flouri, E. & Panourgia, C. (2012). *Do primary school children?s career aspirations matter? The relationship between family poverty, career aspirations, and emotional and behavioural problems.* CLS Working Paper 2012/5. London: Centre for Longitudinal Studies, Institute of Education, University of London.

[2] Moulton, V., Flouri, E., Joshi, H., & Sullivan, A. (forthcoming). *The influence of grandparents? social class on children?s aspirations.* British Journal of Sociology of Education

[3] Moulton, V., Flouri, E., Joshi, H., & Sullivan, A. (forthcoming). *The role of aspirations in young children?s emotional and behavioural problems.* British Educational Research Journal

[4] Moulton, V., Flouri, E., Joshi, H., & Sullivan, A. (2015). *Fantasy, unrealistic and uncertain aspirations and children?s emotional and behavioural adjustment in primary school.* Longitudinal and Life Course Studies, 6, 107-119 http://dx.doi.org/10.14301/llcs.v6i1.277

[5] Flouri, E., Tsivrikos, D., Akhtar, R., & Midouhas, E. (2015). *Neighbourhood, school and family determinants of children?s aspirations in primary school.* Journal of Vocational Behavior, 87, 71-79 http://dx.doi.org/10.1016/j.jvb.2014.12.006

# 3   Coding the aspirations of children at age 7

In the self-completion questionnaire of the MCS4 (2008) cohort members - aged 7 years old - are asked 'what they would like to be' when they grow up. The question is open-ended: the children are provided with a blank box where they can write what they aspire to become. This applies only to cohort members who agreed to the self-completion questionnaire. The information of this question has been coded and then classified. This dataset does not include the response to the open-text question 'what would you like to be when you grow up' but the classification of the cohort member's aspiration into different frames (for example, Socio-economic Classification, SOC).

The coding of the open-ended questions into a concise coding frame has been completed by researchers: Sarah Godwin, Laura Mora Diaz, Christiana Christoforou, Elli-Natassa Xanthopoulou, Ioanna Konstantopoulou, Eleni Lekka (postgraduate students on a Masters in Psychology 2010-11, supervised by Eirini Flouri) and Vanessa Moulton (ESRC project-linked PhD studentship, supervised by Eirini Flouri, Heather Joshi, and Alice Sullivan). The coding has been a part of a larger project funded by the UK Economic and Social Research Council (ESRC) (grant ES/J001414/1).

The MCS data note written by Flouri, Moulton and Panourgia [6] describes the processes employed to code the open-ended questions and classify them according to different classification schemes. The user is advised to read the data note by Flouri, Moulton and Panourgina (2012) for more information about the coding procedures http://www.cls.ioe.ac.uk/shared/get-file.ashx?itemtype=document&id=1525-57k . The process started with the categorisation of children's responses into a format that could be used for classifying the response further (for example, mum, engineer). Following this, the researchers classified the responses into SOC codes (using SOC2000), Masculine versus Feminine Aspirations and Extrinsic versus Intrinsic goals. This means that if the child completed the self-completion questionnaire, for each of the answers in the aspirations question there is a set of three variables: SOC code, Masculine versus Feminine Aspirations and Extrinsic versus Intrinsic goals.

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[6] Flouri, E., Moulton, V. & Panourgia, K. (2012) *MCS data note: Coding the aspirations of children at age 7 in the Millennium Cohort Study* http://www.cls.ioe.ac.uk/shared/get-file.ashx?itemtype=document&id=1525-57k Centre for Longitudinal Studies, Institute of Education, University of London, 2012.

## 3.1 Table 1: Classifications included in the aspirations dataset

| Variable content | Socio-Economic Classification | Masculine versus Feminine Aspirations | Extrinsic versus Intrinsic goals |
|---|---|---|---|
| Dataset variables | DCASOC0A-G | DCAMFX0A-H | DCAEXT0A-H |
| Coding procedure followed | SOC 2000 classification | Classification based on gender distribution in each SOC code in the LFS data | Classification based on the extrinsic and intrinsic values |

There are only seven (DCASOC0A-G) and not eight (DCASOC0A-H) variables of Socio-Economic Classification. The responses of the only two cohort members who provided 8 aspirations have not been classified in SOC2000. Therefore, the variable DCASOC0H is empty and it is not deposited.

## 3.2 Graph 1: Frequency of SOC classification

### Frequency of socio-economic classification (variable: dcasoc0a)
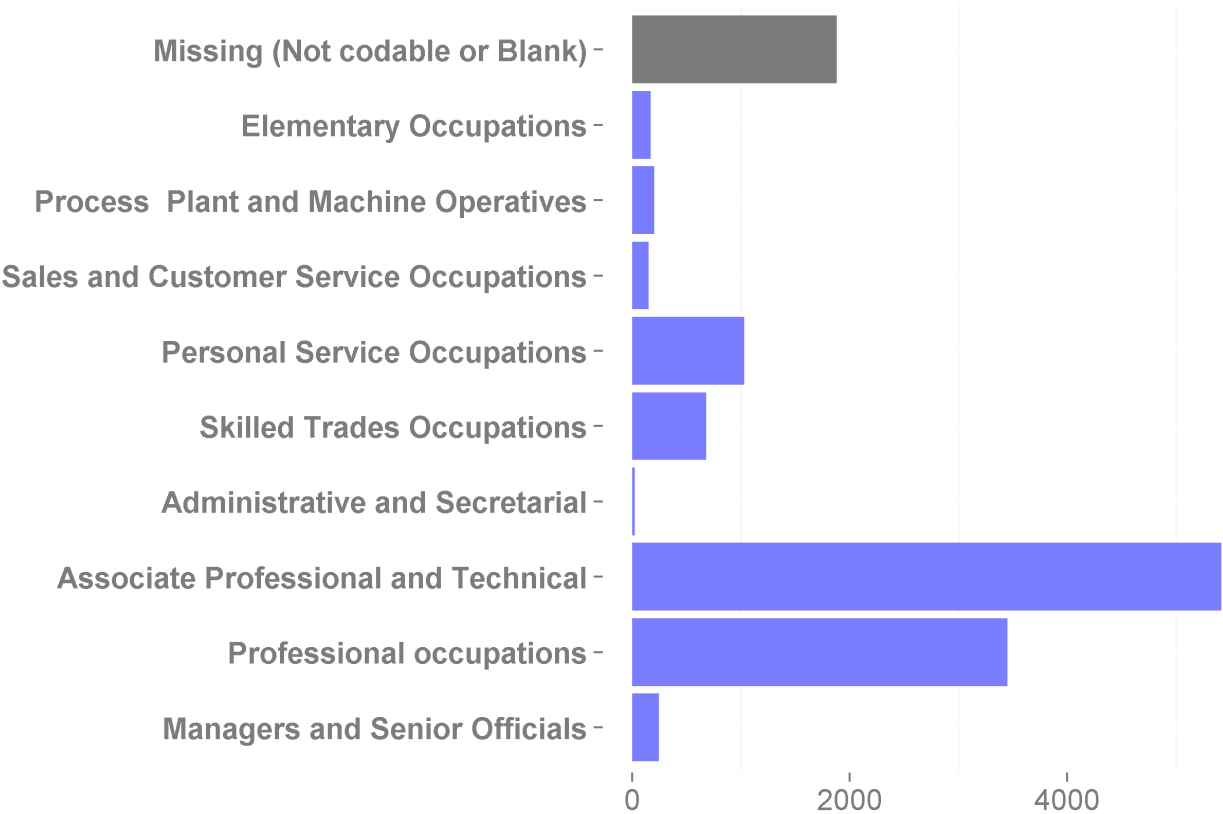
As it can be observed in graph 1 [7], the SOC classification covers nine main classification codes [8]. However, it has not been possible to code all the responses provided as occupations (for example, a response 'someone nice').

## 3.3   Graph 2: Frequency of occupation coding (Feminine versus Masculine)

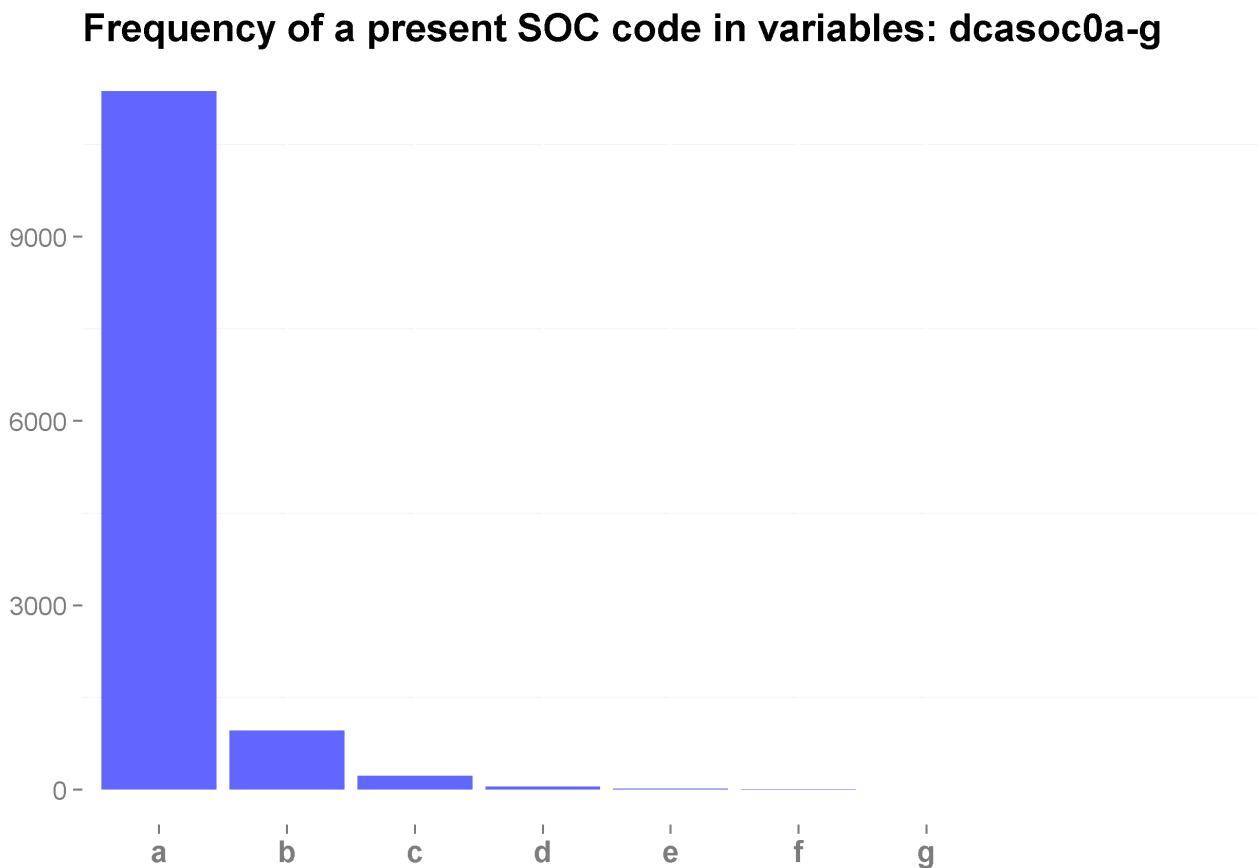**Frequency of Masculine or Feminine coding (variable: dcamfx0a)**
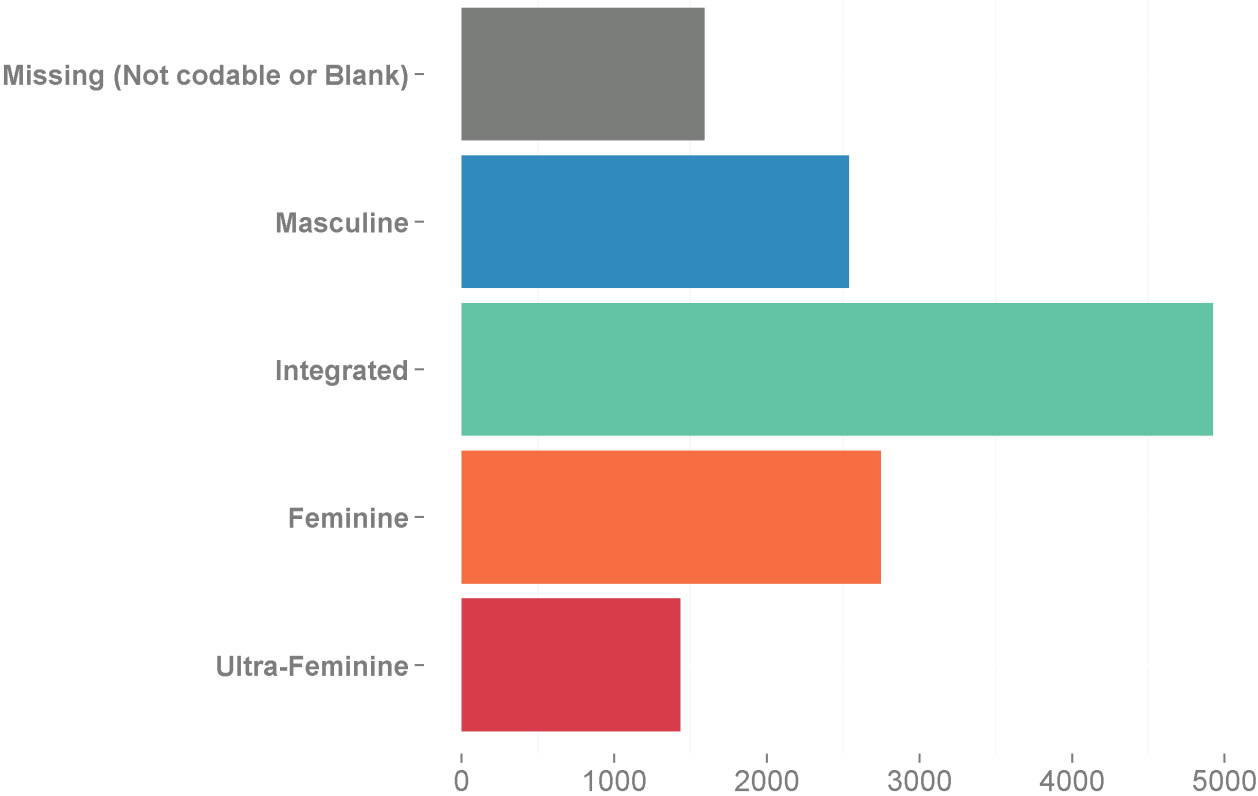


The responses have been coded depending on the femininity/masculinity of each aspiration. For this the researchers used the percentage of women in each occupation based on data of the Labour Force Survey collected in the same period as the MCS [9]. More information about the coding process is available in the data note written by Flouri, Moulton and Panourgia (2012).

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[7] The statistical program R was used for the graphs of this report and two packages: memisc and ggplot2 : R Core Team (2014) *R: A Language and Environment for Statistical Computing* http://www.R-project.org/ | Wickham, H. (2009) *ggplot2: elegant graphics for data analysis* http://had.co.nz/ggplot2/book | Elff, M. (2015) *memisc: Tools for Management of Survey Data, Graphics, Programming, Statistics, and Simulation. R package version 0.97* http://CRAN.R-project.org/package=memisc

[8] Office for National Statistics *About the standard occupational classification 2000 (SOC2000)* http://www.ons.gov.uk/ons/guide-method/classifications/archived-standard-classifications/standard-occupational-classification-2000/about-soc-2000/index.html

[9] Office for National Statistics *Labour Force Survey - user guidance* http://www.ons.gov.uk/ons/guide-method/method-quality/specific/labour-market/labour-market-statistics/index.html

## 3.4 Graph 3: Availability of more than occupation

**Frequency of a present SOC code in variables: dcasoc0a-g**



It is worth noting that some of the respondents have provided a longer response on what they would like to be when they grow up which includes more than one occupations. This leads to multiple sets of variables: one set of the three variables for each of the aspirations provided by the respondent: SOC code (DCASOC0A-G), Masculine versus Feminine (DCAMFX0A-H) and Extrinsic versus Intrinsic goals (DCAEXT0A-H). The maximum number of responses in the open-ended question is eight (8 aspirations have been provided by 2 respondents). The number of respondents who has provided more than one response (and were possible to be classified with a SOC code) is not considerably high as graph 3 shows. The user is advised to examine the availability of a SOC code in the subsequent variables (DCASOC0B-G) if not available in the first variable that contains a SOC code (DCASOC0A).

The dataset also includes variables that provide coding of the responses (DCAEXT0A-H) based on whether the response reveals an intrinsic or extrinsic goal.

## 3.5 Cohort Member Identifiers

The dataset includes information about all the cohort members who completed the self-completion questionnaire (N=13244). This means that the MCSID does not uniquely identify cohort members in families where more than one children have been selected for the study (for example, twins). The user of the dataset can use the MCSID and the DCCNUM00 to identify each cohort member.

## 3.6  Missing data

The dataset includes missing data which are caused by: a) non-response (the respondent did not answer the question), b) non-interpretable response (the respondent provided an answer that was not easily read or interpreted), c) non-codable response (the response provided did not match any of the items of the coding frame).

# 4 The datasets

The content of the datasets is summarised in Table 2.

## 4.1 Table 2: End User Licence Dataset

| Variable | Description |
|---|---|
| DCCNUM00 | Cohort Child Number |
| DCCSEX00 | Cohort member Sex |
| DCASOC0A | Aspiration 1: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0A | Whether aspiration 1 is masculine or feminine (Hakim 1998) |
| DCAEXT0A | Aspiration goal 1 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0B | Aspiration 2: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0B | Whether aspiration 2 is masculine or feminine (Hakim 1998) |
| DCAEXT0B | Aspiration goal 2 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0C | Aspiration 3: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0C | Whether aspiration 3 is masculine or feminine (Hakim 1998) |
| DCAEXT0C | Aspiration goal 3 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0D | Aspiration 4: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0D | Whether aspiration 4 is masculine or feminine (Hakim 1998) |
| DCAEXT0D | Aspiration goal 4 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0E | Aspiration 5: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0E | Whether aspiration 5 is masculine or feminine (Hakim 1998) |
| DCAEXT0E | Aspiration goal 5 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0F | Aspiration 6: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0F | Whether aspiration 6 is masculine or feminine (Hakim 1998) |
| DCAEXT0F | Aspiration goal 6 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCASOC0G | Aspiration 7: Social Occupation Grouping (SOC2000 Major Groups) |
| DCAMFX0G | Whether aspiration 7 is masculine or feminine (Hakim 1998) |
| DCAEXT0G | Aspiration goal 7 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |
| DCAMFX0H | Whether aspiration 8 is masculine or feminine (Hakim 1998) |
| DCAEXT0H | Aspiration goal 8 (Extrinsic, Instrinsic or Otherwise) (Flouri 1999) |

# 5   Further information

Further information on MCS is available from the CLS website (http://www.cls.ioe.ac.uk/mcs). CLS can also be contacted at the following email address: clsfeedback@ioe.ac.uk

## 5.1   Acknowledgement

For this report, the author(s) used *SPHINX - Python Documentation Generator* by Georg Brandl and the Sphinx team, version 1.3.1 http://sphinx-doc.org and in addition to the packages embedded by Sphinx, the report utilised the following LaTeX packages:

*graphicx*, *afterpage* and *color* by David Carlisle and the LaTeX Team
http://www.ctan.org/pkg/graphicx , http://www.ctan.org/pkg/afterpage ,
http://www.ctan.org/pkg/color
*tcolorbox* by Thomas F. Sturm http://www.ctan.org/pkg/tcolorbox
*xcolor* by Uwe Kern http://www.ctan.org/pkg/xcolor
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