

Raw Data Table Example

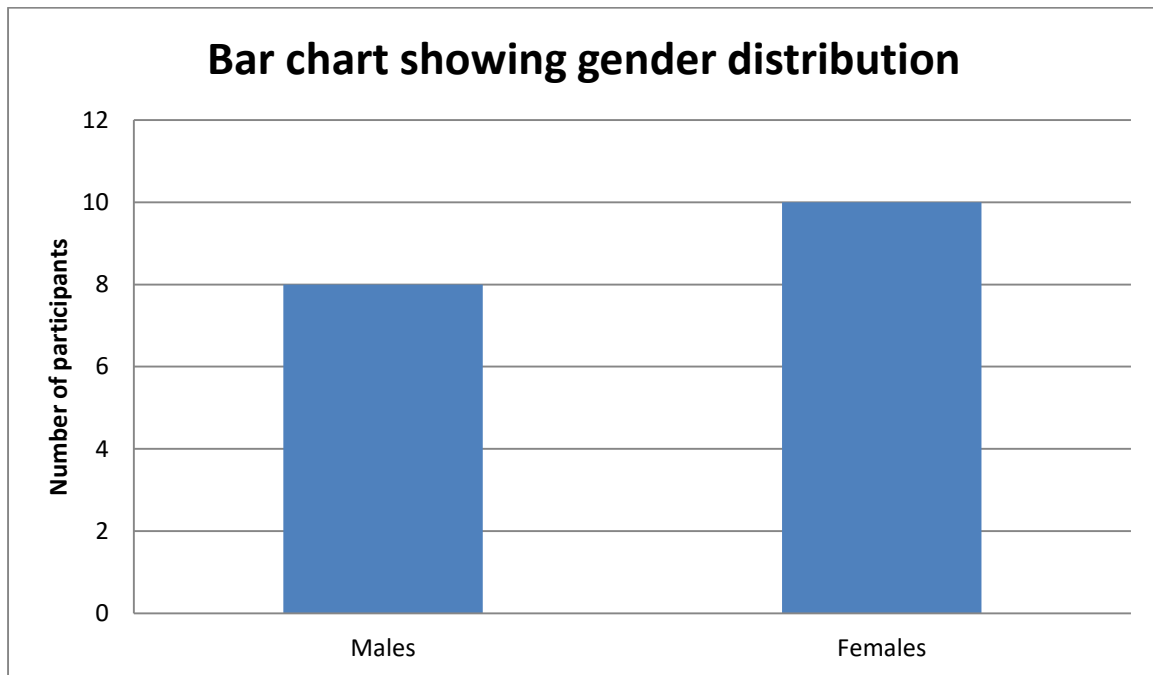
No	Age group	Gender	Autonomy Score	Non-Authoritarian score	Personality and Agency	Open Q 1 How would you describe your upbringing?	Open Q 2
1	45 - 60	F	5	7	Agentic Authoritarian	My childhood was very strict and controlled
2	16 - 24	M	10	9	Autonomous Non-Authoritarian	I was allowed the freedom to do what I wanted

Quantitative Social Practical Analysis

Participant Data

There were 18 participants in the survey, with 9 between 16-24 years of age, and 9 participants 40+ years old.

The gender distribution is shown below:



The table below shows descriptive statistics for the Agentic and Authoritarian scales (across all participants):

	Autonomous scale	Non-Authoritarian scale
Median	11	10
Mode	9,10	11
Range	12	9

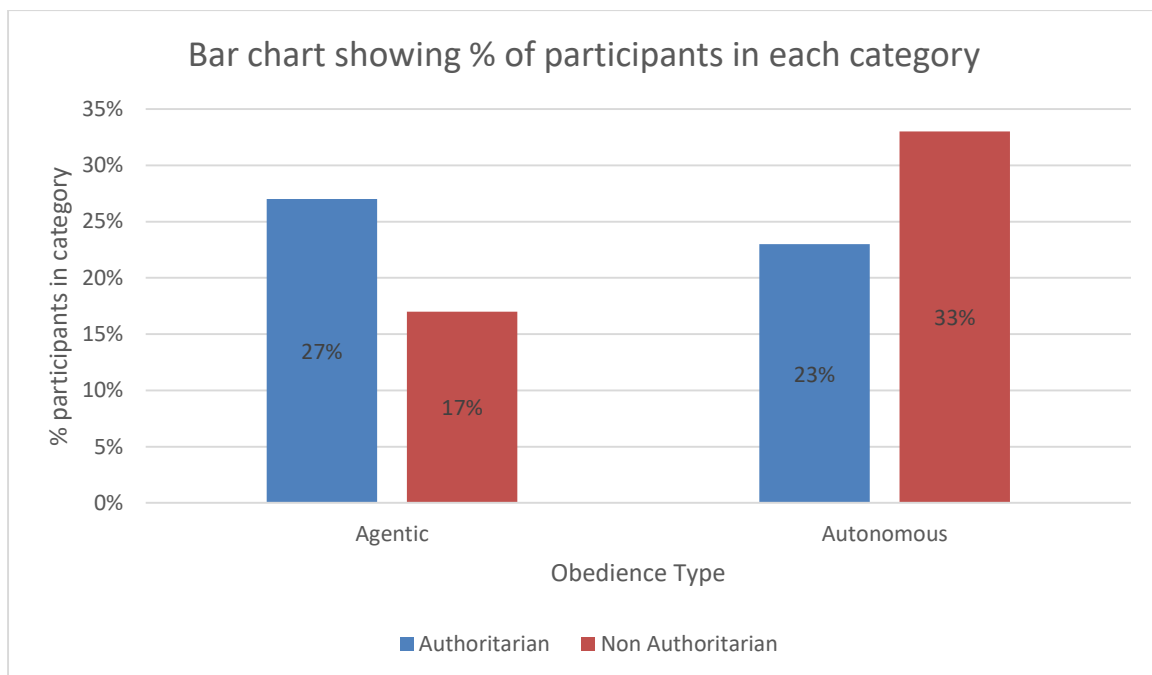
Being agentic or authoritarian was taken as getting below 9 on each scale, while being autonomous or non-authoritarian was taken as getting 9 or above on each scale.

The median and mode for both scales show that most participants tended to be non-agentic and non-authoritarian as both were about 9. However, the range showed that there was a wide variation in scores, particularly in the agentic scale with some participants scoring lower on the scale (i.e. being autonomous).

Hypothesis 1

Participants who report themselves as not authoritarian tend to see themselves as autonomous

	Authoritarian	Non Authoritarian	Totals
Agentic	5 (27%)	3 (17%)	8
Autonomous	4 (23%)	6 (33%)	10
Totals	8	9	18



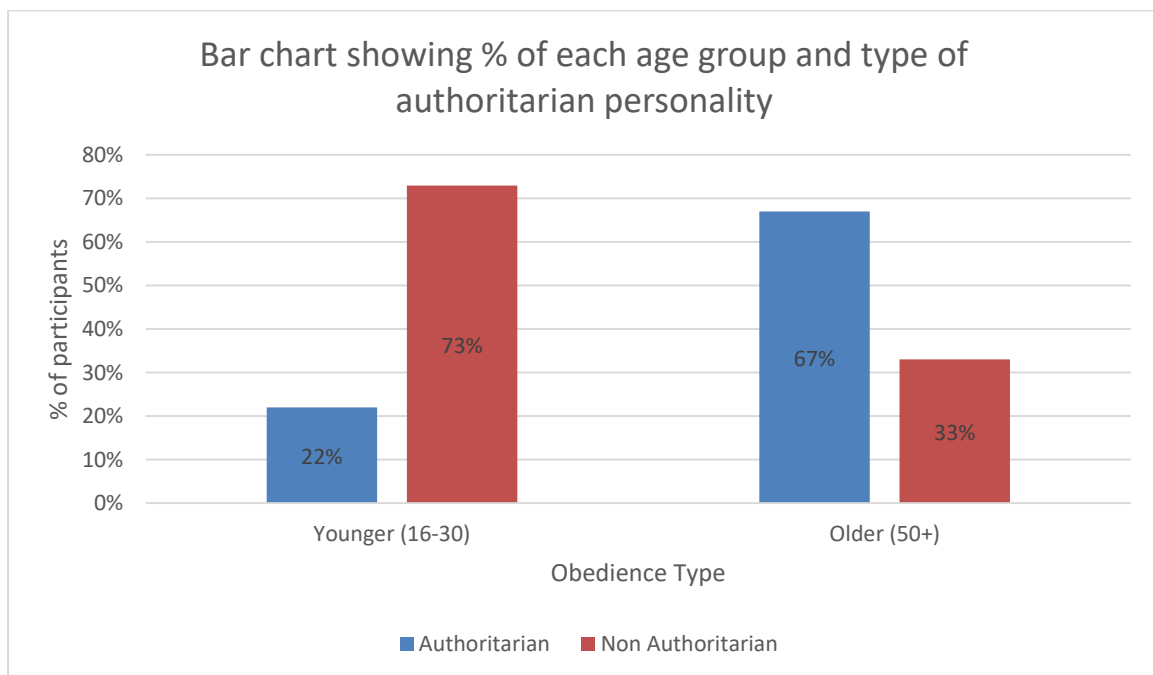
This shows some support for both hypotheses:

- Agentic participants were more likely to be authoritarian (27%) than non-authoritarian (17%)
- Autonomous participants were more likely to be Non Authoritarian (33%) than Authoritarian (23%).

Hypothesis 2

There will be a difference between older Ps (40 plus) and younger Ps (16-30) in how much they see themselves as authoritarian/agentic

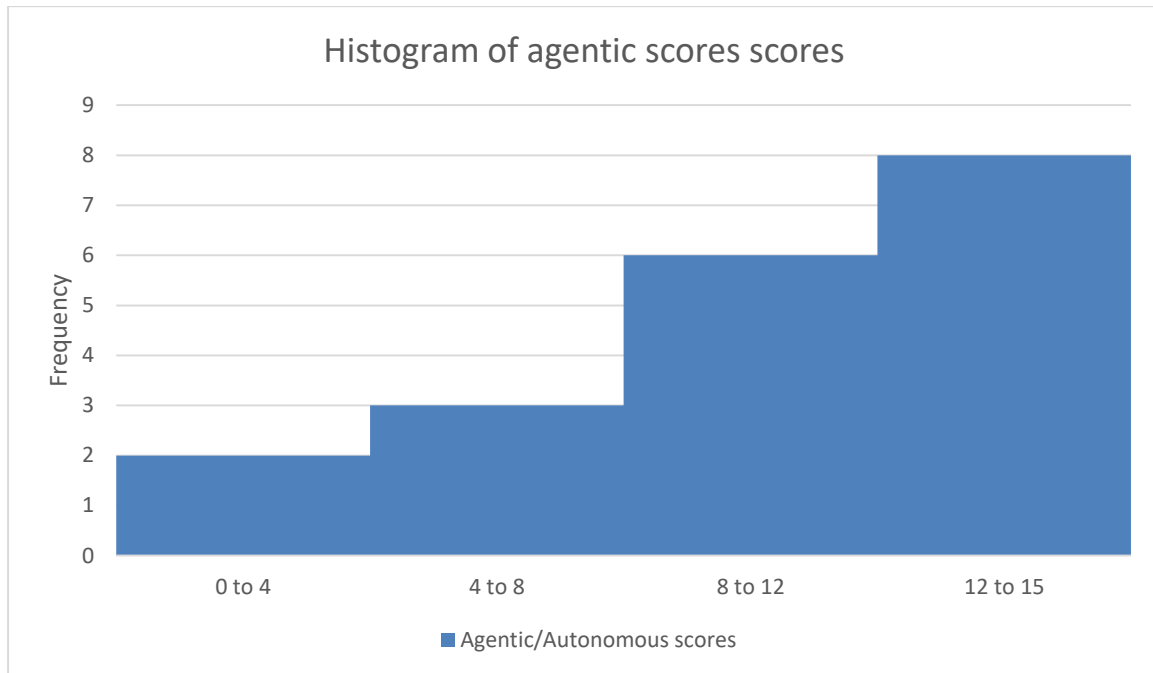
	Authoritarian	Non Authoritarian	Totals
Younger (16-30)	2 (22%)	7 (73%)	9
Older (50+)	6 (67%)	3 (33%)	9
Totals	8	9	18



This supports the hypothesis that there will be a difference in authoritarianism between the age groups. Older participants (50+) were more authoritarian (67%) than younger participants (22%).

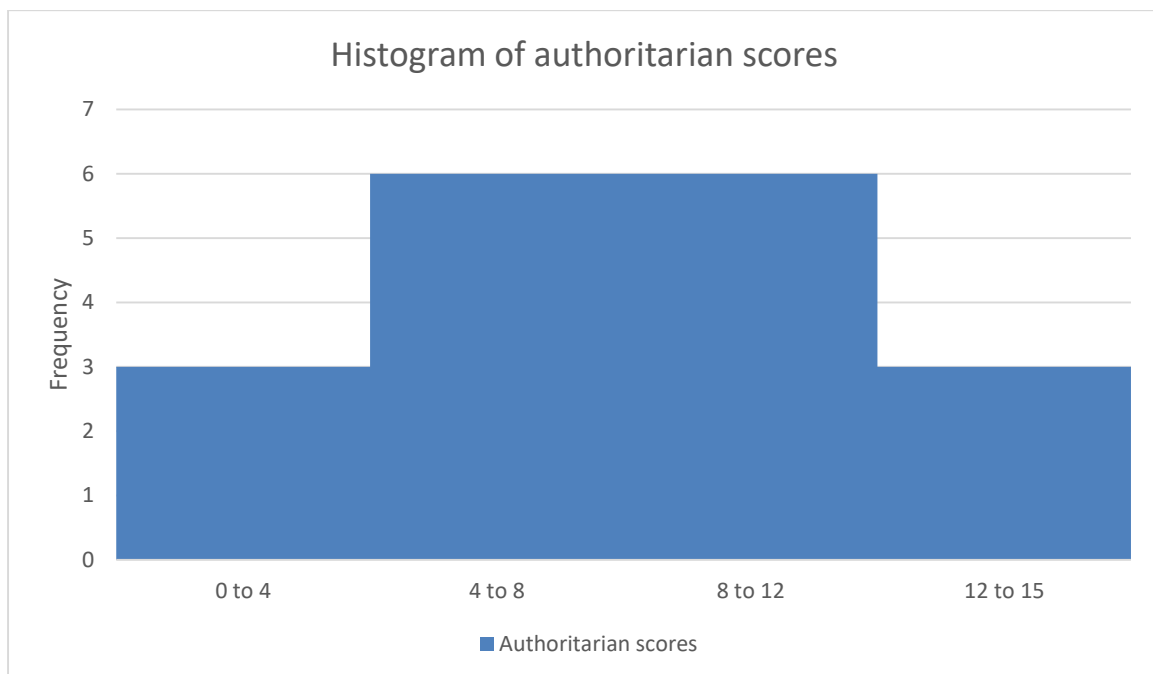
Histograms

Agentic/autonomous scale



This shows a negative skew as most scores are in the 8-12 and 12-15 ranges.

Authoritarianism scale



This shows a normal distribution skew as most scores are distributed around the centre.

Qualitative Data Analysis

Note – this is a thematic analysis. Make sure your participant surveys are numbered first!

- ☐ Step 1. Code the quantitative and qualitative data together (already done I hope!):
- ☐ Step 2. Read through the responses you've put together above carefully – at least twice!!
- ☐ Step 3. Identify some possible themes from your data, e.g. 'acting as an agent', etc.

Write down your possible themes beneath your coded data from Step 1.

- ☐ Step 4. Go back through the data again – are there other themes there? 'Sub-themes' (e.g. acting as an agent but only in particular situations)
- ☐ Step 5. Decide on your final 3 themes you will look for. Make a note of them.
- ☐ Step 6. Create a table summarising your final themes with supporting quotes.

Themes	No	Quote (identifying the participant number!)
Controlled upbringing	5, 8	We had strong rules about doing homework, not being out late – and if we broke them we were really in trouble! (participant 10)
Allowed freedom	7, 10	I was allowed the freedom to do what I wanted (participant 7)
Allowed freedom within certain limits (sub theme)	2	My parents allowed me to do what I wanted within certain limits (participant 2)
Older females with strict upbringing	5, 8	My upbringing was very strict (participant 5)

- ☐ Step 7. Write a brief description of what your qualitative thematic analysis has shown about the participants from your survey. You can mention any 'sub' themes here as well.

Social Practical Write Up

- ✓ Abstract – a 50-100-word summary of the whole thing (start to end, including results/evaluation)
- ✓ Introduction – what the study is about, core theories you are looking at, experimental hypotheses
- ✓ Method: participants, apparatus (questionnaire), procedure
- ✓ Results: quantitative and qualitative summaries – raw data tables, statistics, graphs
- ✓ Conclusions: what the quantitative and qualitative results show about the hypotheses – are they upheld? Rejected?
- ✓ Discussion: what your results mean, how they link/don't link to the theories, evaluation – strengths and weaknesses of this specific study. [OBJ]

Exam Questions

Why/what do I need to learn about the practical investigations?

- 1) They will be assessed directly in your exams
- 2) Ensure your answers refer to the specific practical + don't sound general (about any study)

Social Questions you might get

1. Outline the aim of your social practical (2)
2. Give examples of two of the questions asked in your social practical (2)
3. Outline two problems you encountered when planning and/or carrying out the social practical. (4)
4. Explain how you might have addressed (or did address) these problems when planning and/or carrying out the practical. (4)
5. Explain one ethical decision you made apart from the right to withdraw (2)
6. Explain how you gave (or could have given) your participants the right to withdraw. (2)
7. State your alternative/experimental hypothesis from your social practical (2)
8. State the null hypothesis from your social practical (2)
9. Explain one control you put into place apart from standardised instructions (2)
10. You will have collected quantitative data from your social practical. Describe how you analysed the quantitative data. (2)
11. Plot the quantitative data you gathered from your practical investigation in an appropriate graph below. (3)
12. Explain how you analysed the qualitative data from your practical investigation. (3)
13. Explain a conclusion from your qualitative analysis in your practical investigation. (2)

In other words, you must treat and learn a practical just like your classic/contemporary studies!!!

Aims/Hypotheses | Procedure | Results | Conclusion

Generalisability | Reliability | Application to real life | Validity | Ethics | Credibility