

A decorative graphic on the left side of the slide consists of a grid of squares in shades of red, grey, and dark blue, arranged in a stepped pattern that descends from the top left towards the bottom right.

Where are they now? Pathways into early adulthood: towards a mixed method approach

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Mixed method approaches

- Number of ways to combine qualitative and quantitative data
 - Collect qualitative data from a sample of cases which typify key groups included in a quantitative study (e.g. Sarah Irwin, 2010)
 - Collect additional qualitative data from a sample drawn from a quantitative study (e.g. Jane Elliot's work on NCDS)
 - Secondary analysis of qualitative data collected for another purpose and re-used in combination with a quantitative data set (e.g. archived Timescapes data being re-used in combination with other data)



Main aims of using mixed methods

- Main aims of using mixed methods are to:
 1. Triangulate results from differing sources and with differing types of data
 - Aim to validate results collected in one context with another
 2. Gain new insights which may not be present in one or other type or source of data
 - Iterate between types of data to inform and extend the analysis of each



Approach in this preliminary analysis

- Use data collected in a large scale quantitative study
- Not collected specifically for qualitative analysis but is qualitative in nature
- Verbatim responses given by respondents during the interview
- Advantage is all respondents were asked these questions
- Disadvantage is that they are relatively brief responses - typically a few sentences
- But they do provide information that is not collected in the survey in any other way



The data

- From the British Household Panel Survey (BHPS)
- Youth panel that began in 1994
- Interviews young people aged 11 – 15
- Followed each year with an annual interview
- Panel design means we can see what happens to young people as they mature into adulthood
- Observe some key transitions during their teens and early adulthood



The youth panel

- Using data from 11 – 15s interviewed at waves 4 to 8 (1994 to 1998)
- Self-completion questionnaire
- 702 (51%) of those interviewed between waves 4 to 8 also interviewed at wave 18 (2008).
- Aged 23 to 27 in 2008.
- Not all respondents interviewed at every wave of youth questionnaire
- Move into main panel when aged 16
- New 11 year olds enter the youth panel



Verbatim responses from young people

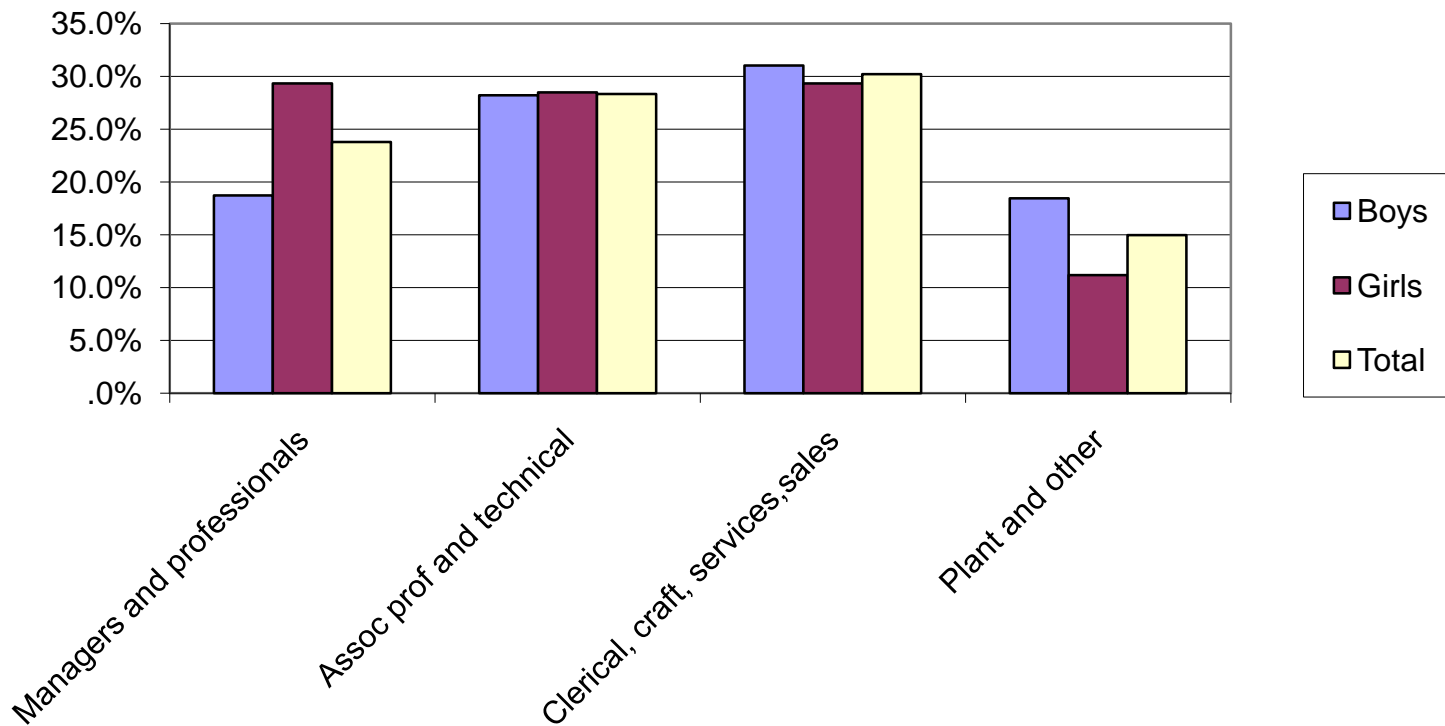
- What job they would like to do in future
- Why they want that job
- Important events over past year
- If they could change one thing in their life
- What wants to be doing in 10 yrs time (not asked until wave 12 so not used here)
- Asked to write in their own words
- Asked at more than one wave
- All coded post-field so have text responses and coded data on the quantitative data



Research questions

- To what extent are young people's expressed job preferences, motivations and experiences when aged 11 – 15 associated with outcomes in early adulthood?
- To what extent do the qualitative responses enhance and inform our understanding of young people's routes to adulthood and their destinations?
- Is trying to use the qualitative responses viable and useful?

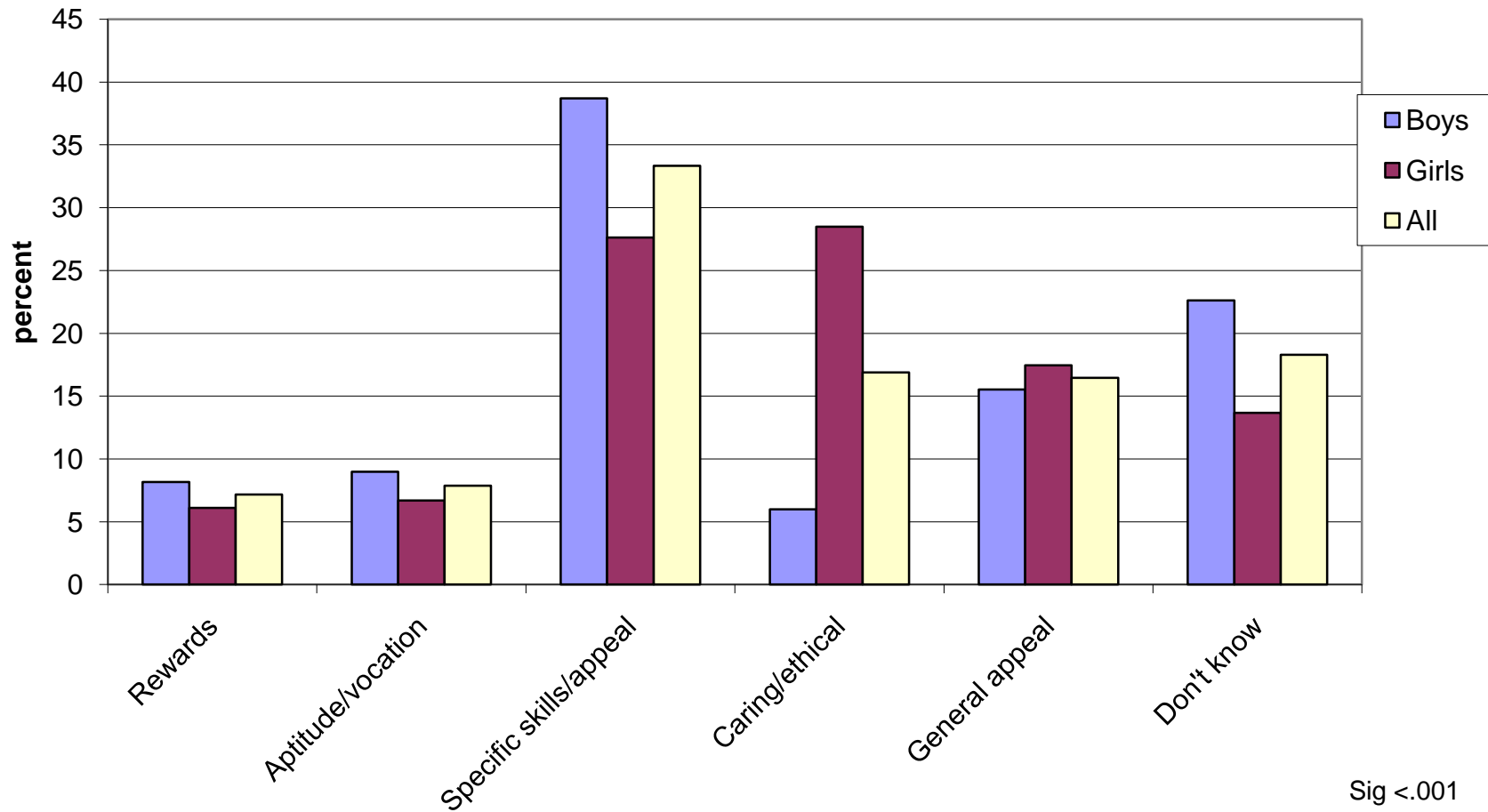
Type of job wanted in future (wave 6, n=748)



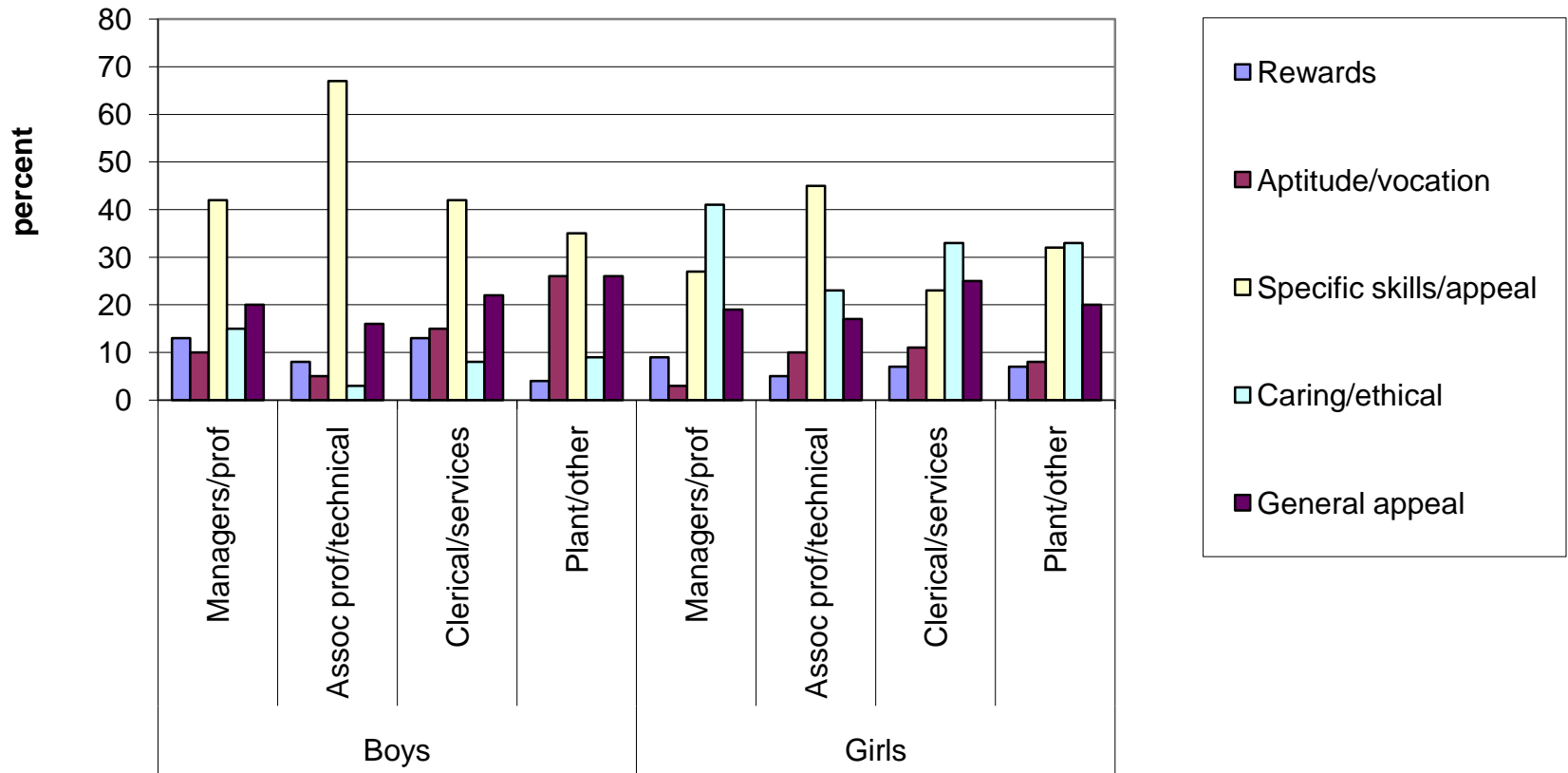
Uses Standard Occupational Classification 1990

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Why wants job (wave 6, n=748)

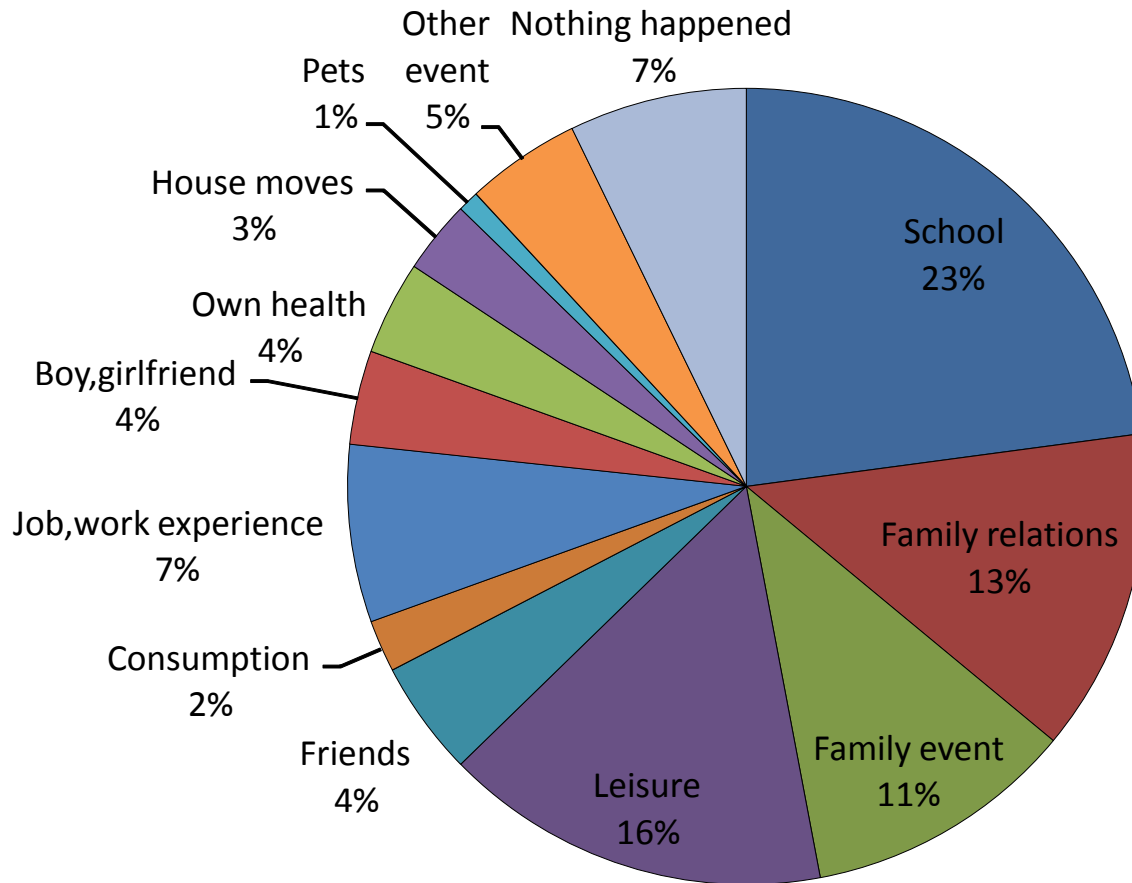


Job wanted by reason (wave 6, n=748)

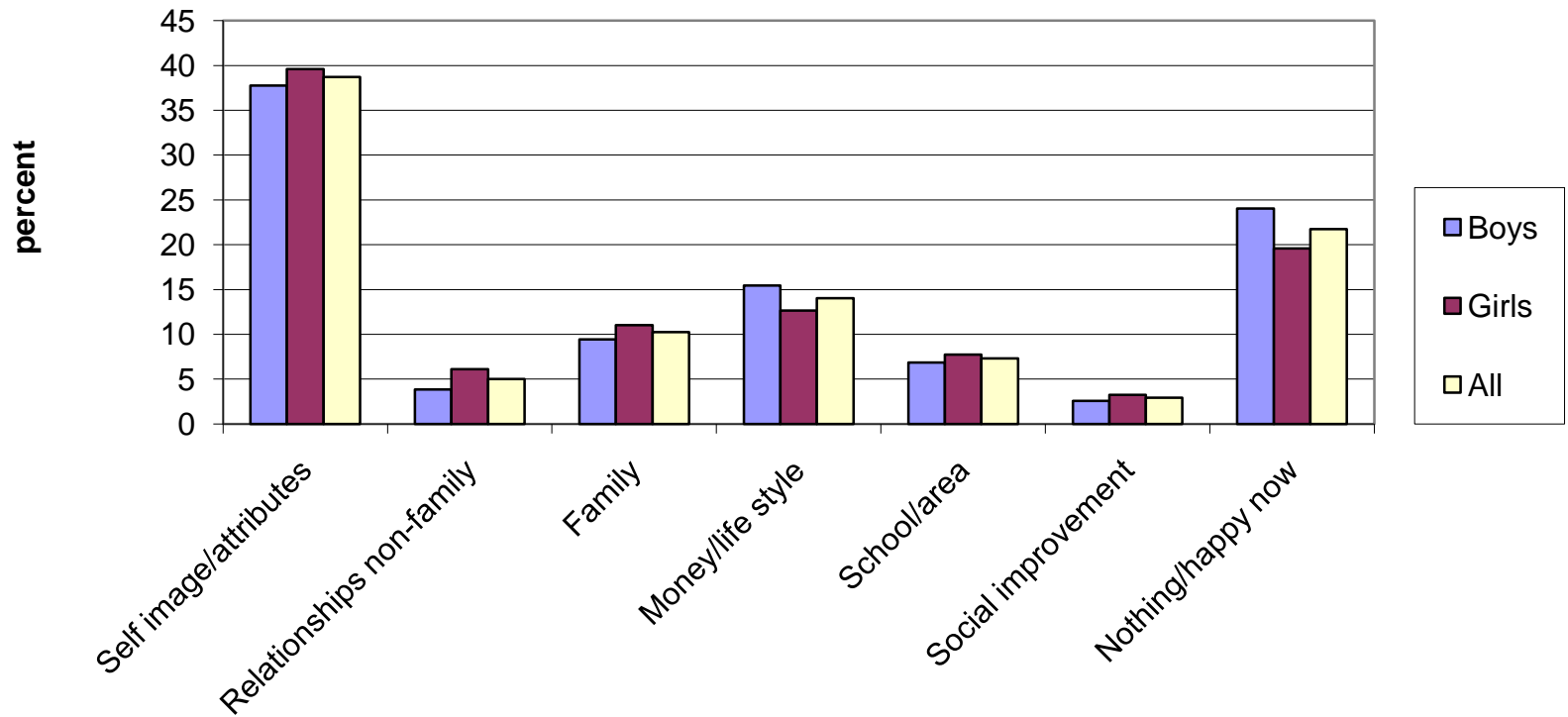


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Important events in last year, wave 6, n=748



One thing to change in own life (wave 7, n=720)



ns

Wave 6 Job Wanted

W18 Occupation	Managers and profs	Assoc prof and technical	Clerical, craft, services, sales	Plant and other	No job given	Total
Men	%	%	%	%	%	%
Manager/prof	17	13	17	--	18	15
Assoc prof/ tech	25	29	4	--	11	16
Clerical, services,	29	36	55	--	39	40
Plant /other	8	9	11	40	18	12
Not in emp	21	13	13	60	14	16
<i>N</i>	24	45	47	5	28	149
Women						
Manager/prof	30	21	19	33	20	23
Assoc prof/tech	11	19	15	33	20	16
Clerical, services	30	38	34	33	40	35
Plant /other	2	5	2	--	10	4
Not in emp	26	17	30	--	10	22
<i>N</i>	46	42	47	3	20	158



How to use qualitative data?

- Take a case study approach
- Track through specific cases to see how narrative unfolds through the waves of the youth panel
- Can we successfully construct a narrative using the brief verbatim responses to help us understand the young person's lived experience, the changes they undergo through their early teens, and their later outcomes?



Heterogeneity and shifting expectations

- Qualitative responses reveal:
 - Heterogeneity of experience
 - Shifting expectations in terms of job wanted in the future throughout their early teens
 - High expectations when younger often tempered by reality as they mature
 - Gender, parental income and class influences on destinations confirmed
 - Poignant family or personal circumstances that children are living through and coping with



Keeping their job options open

- Some sure from the start what they wanted to do
- Many have more than one job in mind when first asked what they want to do in the future - not always in related areas

“To be an Irish Dancing teacher or to be a hair dresser or a nurse “

“Professional volley ball player or an English teacher/special needs teacher”

“I would like to do something to do with computers or a doctor or something that involves thinking. “



Shifting expectations

(boy, born 1982, Inner London, LA rented, two parents, annual household income £18,000 in 1996, 1 older brother, Dad and brother unemployed in 1996, Mum working p/t as classroom assistant)

At age 13: *‘Be a paratrooper in the army or special forces e.g. SAS ‘*

when asked at age 14

‘Join the army to become a soldier’

then at age 15

‘Become a musician, a music artist (and) make a career out of it, become famous in the music which I play’



Influences on change

Job1: Be a paratrooper in the army or special forces e.g. SAS

Job2: Join the army to become a soldier

Why?: It is a good life, lots of action. I like to work on hard tests to achieve which involves determination , self discipline etc. and also good pay

Important event last year: Got a good report from school, achieved very good marks in certain subjects, getting better and better at my instrument

Job3: Become a musician, a music artist, make a career out of it (and) become famous in the music which I play

Why?: I gave this answer because since I was 6 or 7 I was exposed to music. My big brother had a lot of records which I started listening to then as the years went by I started playing instruments when I was 10. I started listening to the blues but when I reached 13 I started buying a lot of CDs and I started to listen to jazz . This is what I really want to do because I love it and I am very good at it, is my way of life, I play the guitar , I started at 14 .

In 2008: Other higher qualification, unemployed, living at home, single



Growing realism

(girl, born 1983, living in Outer London, separated lone parent Mum, no siblings, Mum not working in 1996, annual income £8,500)

Job1: To be an Irish Dancing teacher or to be a hair dresser or a nurse

Job2: Paramedic for a big hospital e.g. North Midlands or Great Ormond street

Why?: I would like to know that I am trying my best to try and save someone's life or to help someone medically or with their health

Job3: Paramedic in a hospital ambulance

Why?: Because I would like to know that I am doing something to help my community

One thing to change: My appearance.

Job4: Receptionist/Secretary P/Time & Go college/ P/Time.

Why?: Because I know very many people who are a receptionist or secretary and I've helped them in the past & I enjoyed it very much .I would like to go college to learn a business enterprise and more about computers and running my own business because I would like to open my own business one day.

In 2008: Age 25, FT employed as wholesale rep, A levels, Lone parent with one child.
Gross monthly pay £2208



Against the odds?

(girl, born 1981, living with lone parent never married Mum, Inner London, LA rented, one older sister, Mum working f/t as marketing/sales manager, annual income in 1996 £25,000).

Job1: I would like to do some work with children but including sport but not teaching.

Job2: I would like to work with animals like in an animal sanctuary where they look after unwanted sick and injured animals .

Why?: I gave this answer because I love all different types of animals and I work at an animal sanctuary on the weekends and I really love it.

Important event: My sister has started over-dosing quite a lot again and has been doing heavy drugs again and getting up to her old tricks. This has been of great concern to me as I thought she had stopped all of this years ago. I have had a lot of help getting through this by a certain teacher at school and some of my closest friends.

In 2008: Age 27, O levels, employed FT as estate/property manager, living alone and single, gross monthly pay £4370



Focus on professional job

(boy, born 1985, living in Outer London, two parents, younger sister, Dad working f/t as chartered accountant, Mum looking after family, annual income £35,000 in 1996, owner/mortgage)

Job1: Pilot or doctor

Why?: I would like to be a pilot because you are going to other destinations. And I would like to be a doctor because other people are in your hands and in good care

Job2: Doctor or computer programming or be an accountant.

Why?: Doctor: I would like to help people get better . Computer programming: sell computer programmes after working on them for money. Accountancy: to sort out accounts do other people; accounts: the people who need help on accounts.

One thing to change: Nothing, my life is simple, it is not complicated. I have got everything I need and I have got Mum ,Dad ,sister and a roof over my head, food, drink, money, so really nothing .

Job3: Doctor or lawyer to help people.

Why?: I would like to be a doctor so I can help people when they are sick; I want to be a lawyer because in school I'm good at fighting my friends battles for them or helping them and so I could help other people .

In 2008: Age 23, has 1st degree and still in FT education (doing law or medicine?), employed part-time in legal services, living at home ,single. Monthly pay £500



Conclusion and further analysis

- Even these short verbatim responses do add to our understanding of young people's motivations and expectations
- More systematic analysis of youth verbatim responses
- Include verbatim responses asked from age 16 when joined the main panel, important events in particular
- Multivariate longitudinal analysis of quantitative data
 - controlling not only for demographic characteristics and family background but also coded qualitative answers from youth and adult questionnaires