



All hands research seminar day – 11 January 2016

Meeting room A, Iris Murdoch Building, University of Stirling

10.15-11.00	Jade Hooper (Univ. Stirling)	Are men funnier than women, or do we just think they are?
11.00-11.30	<i>Tea/coffee*</i>	
11.30-12.15	Camilla Barnett (Univ. Stirling)	Gendered income inequality and occupational segregation in the UK, are we better together?
12.15-13.00	Kevin Ralston (Univ. Edinburgh)	We need to talk about statistical anxiety
13.00-14.00	<i>Lunch*</i>	
14.00-14.45	Paul Henery (Univ. Stirling)	Pathways through care: Health, social care and multimorbidity
14.45-15.30	Paul Lambert (Univ. Stirling)	Social interactions and educational inequality
15.30-15.45	<i>Tea/coffee*</i>	
15.45-16.30	Alasdair Rutherford (Univ. Stirling)	Career Concerns versus Shared Values: An empirical investigation
16.30	<i>Close / drinks*</i>	

* Tea/coffee and lunch are left to own arrangements (tea/coffee facilities available in SASS common room, 3S15). Drinks afterwards location tbc.

Abstracts received

Social Surveys and Social Statistics research group, all hands seminar day, 11 January 2016

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Jade Hooper, Donald Sharpe and Sam George Bradley Roberts.

Are men funnier than women, or do we just think they are?

Despite the widely held view that men are funnier than women, research supporting this view is inconsistent. Instead, the view that men are funnier than women may be a stereotype rather than a reflection of real differences in humour. Considering a previously found source memory bias in the attribution of funnier captions to men and less funny captions to women, this stereotype may be working to perpetuate this view. The current study aims to investigate this possible stereotype and an attribution bias arising from such. College students (N = 228) from three countries (Britain, Canada, and Australia) rated the funniness of male and female-authored cartoon captions while blind to the gender of the caption authors. Participants were then asked to guess the gender of the caption authors and which gender they believe to be the funniest. Participants both male and female in the Canadian and British samples believed men are the funniest gender, while participants in the Australian sample were split between men as funnier or the genders as equally funny. No difference was found between funniness ratings of male and female-authored captions for the Canadian and Australian samples. The British sample rated female-authored captions as funnier. Support was found for a bias in attributing male authorship to the funniest cartoon captions and female authorship to the least funny for all countries. This stereotype may be self-fulfilling nature and additional mechanisms maintaining this stereotype are proposed.

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Camilla Barnett

Gendered income inequality and occupational segregation in the UK, are we better together?

An examination of longitudinal trends in gendered occupational segregation and related income inequality in the United Kingdom using the British Labour Force Survey finds that gendered horizontal and vertical segregation has been declining over time. Using multi-level models this study finds evidence that women are still significantly more likely to have lower incomes than men. However little evidence is found to support claims made by previous literature that high proportions of women in an occupation will adversely affect incomes of all individuals in those occupations.

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Kevin Ralston, John MacInnes, Vernon Gayle and Graham Crow

We need to talk about statistical anxiety

Quantitative methods (QM) training is firmly on the policy radar in the social sciences. Reviews have found research methods pedagogy to be limited. Our project aims to provide research evidence which might help form a basis for QM pedagogy. Our preliminary research examines the UK and draws upon the literature to study the relationship between statistical anxiety (SA) and its antecedents. Language, test and sports anxiety literatures consider the possibility that anxiety can be either facilitating or debilitating. Part of this includes the hypothesis that whether students experience anxiety as facilitating or debilitating is mediated by confidence. However, this discussion is virtually absent from the SA literature. Our results do not entirely match the relationship between SA and its antecedents reported in the literature. For instance we do not find women to be more likely to report SA than men. However, we do find an interaction between age, gender and reporting anxiety. Furthermore, we find that confidence is associated with a lower likelihood of reporting anxiety, therefore further work should be undertaken to assess whether there is a non-linear relationship between SA and performance which might be mediated by confidence.

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Paul Henery

Pathways through care: Health, social care and multimorbidity

A brief overview of the work I have done in the first year of my PhD, including background to the research, my literature review, and outcomes from this along with my next steps

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Paul Lambert and Dave Griffiths

Social interactions and educational inequality

Educational experiences have an important role in determining our social interactions. However, it is less clear whether empirical measures of education can helpfully inform the characterisation of social inequalities in social interactions (by comparison to the way in which data on the social interactions between the incumbents of occupational positions provide us with rich analytical data). There are two main difficulties with using measures of education in this context. First, educational experiences are strongly shaped by birth cohort, and, without careful attention, measures of education can amount to little more than proxy measures of age. Second, measures of educational experiences are rarely differentiated with sufficient detail to be indicative of important social heterogeneities. This discussion, presenting work in progress from a monograph in preparation, reflects on the extent to which educational data can and cannot enhance the empirical analysis of the relationship between social interactions and social stratification.

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Tom McKenzie and Alasdair Rutherford

Career Concerns versus Shared Values: An empirical investigation

We study the relationship between career concerns and shared values empirically using employee-employer matched data for the United Kingdom and overtime hours as a proxy for hard work. In line with standard career-concerns theory (Holmstrom, 1982) we find that employees work less overtime, the longer they have been with their current employer. We also find that employees who agree strongly with the statement, "I share many of the values of my organisation" do roughly 15% more overtime than the rest. Our results suggest the existence of a trade-off between career concerns and shared values. We begin to consider some potential implications of this for employee recruitment as well as for the design of career paths across the private, public and voluntary sectors.

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