Steps in transformation: Collapsing four response categories into three The frequency distribution for the original variable is illustrated below.

Number of teachers (gpd)						
Ν	Valid	3914				
	Missing	191				

Statistics

	Number of teachers (gpd)									
	Cumulative Frequency Percent Valid Percent Percent									
Valid	<5 tchrs	553	13.5	14.1	14.1					
	5-10 tchrs	423	10.3	10.8	24.9					
	11-20 tchrs	932	22.7	23.8	48.7					
	>20 tchrs	2006	48.9	51.3	100.0					
	Total	3914	95.3	100.0						
Missing	999	191	4.7							
Total		4105	100.0							

🔁 *I	🔹 *EQ Kn TotalAllFinal Oct07.sav [DataSet1] - SPSS Data Editor										
File E	Edit	View	Data	Transform	Analyze	Graphs	Utilitie	s Wind	wob	Help	
🕞 🖡		B, 🗖	t (1)	Compute				kta 🖽	e 75	x A	
				Recode			•	Into	Same	: Variable	es
		Na	me	Visual Ba	nder			Into Different Variables			iables
	1	lDbotł	l I	Count					Mer	ged ID	
	2	Set		Rank Ca:	ses				Data	a collec	tion occasi:
	3	PID		Automat	ic Recode.				Part	icipant	ID
	4	Pstr		Date/Tim	e				Pres	senter	
	-5	5 Rgns Create Time Series					Regi	ions			
	6	Prima	ry	Replace	Missing Val	ues			Prim	hary sc	hool
	- 7	P1P1(D	Random	Number Ge	enerators	5		P1 t	o P10	school
	8	Multg	rade	Run Pen	ding Transf	orms			Mult	igrade	campus
	9	Distar	nceEd	Numeric	11	0)		Dist	ance E	ducation

This variable includes four steps each representing a range of teachers working at the school, the first two of which could be collapsed to produce a three-step variable (<10, 11-20,>20 teachers). It is safer to select the choice of recoding into different variables. Changes to same variable become irreversible.

🗖 Recode into Different Variables 🛛 🛛 🔀							
 IDboth Set PID Pstr Rgns Primary P1P10 Multgrade DistanceEd SpecEd 		Numeric Variable -> Output Variable: Teachers> Tchrsgpd Label: Number of teachers (3gps) Change					
Conter Conter Cocation Cocatio	•	If (optional case selection condition) OK Paste Reset Cancel					

Select variable to be changed from list to left, type new name and label (not essential) into Output variable boxes to right. Click change to obtain result above.

Recode into Different Variables: Old and New Values						
Old Value Value: System-missing System- or user-missing Range: 1 through 2 Range, LOWEST through value:	New Value Image Image Image Image Image					
O Range, value through HIGHEST:	Output varia <u>b</u> les are strings ∭idth: 8 Convert numeric strings to numbers ('5'->5) Continue Cancel Help					

Clicking on Old and New Values opens dialogue box above. Here, the first two steps (1 (<5) to 2 (5-10) are being consolidated on left and given New Value on right (at top). Clicking Add produces the transformation listed in the Old->New window in lower right of dialogue box.

Recode into Different Variables: Old and New Values 🛛 🔀						
Old Value Value: 4 System-missing System- or user-missing Range: through Change, LOWEST through value:	New Value Value: 3 System-missing Copy old value(s) Old> New: Add Change Remove					
O Range, value through HIGHEST:	Output variables are strings Width: 8 Convert numeric strings to numbers ('5'->5) Continue Cancel Help					

Here, 4 (>20) is being recoded to 3 (>20). Note that the new values range from 1-3. The Add button has not yet been clicked to confirm this transformation.

Recode into Different Variables: Old and New Values 🛛 🔀						
Old Value Value System-missing System- or user-missing Range: through C Range, LOWEST through value:	New Value Value: System-missing Copy old value(s) Old> New: Add Change Remove					
O Range, value through HIGHEST:	Output varia <u>b</u> les are strings ∭idth: 8 Convert numeric strings to numbers ('5'->5) Continue Cancel Help					

This illustrates the same transformation after clicking on Add button.

Recode into Different Variables: Old and New Values 🛛 🔀						
Old Value Value: System-missing System- or user-missing Range: through Range, LOWEST through value:	New Value Image Image					
Range, value through HIGHEST:	Output variables are strings ∭idth: 8 Convert numeric strings to numbers ('5'->5)					
• All <u>o</u> ther values	Continue Cancel Help					

Usually a good idea to code missing values with a specific Missing Values code (e.g., 999) Add button not yet clicked.

Recode into Different Variables: Old and New Values 🛛 🔀						
Old Value Value: System-missing System- or user-missing Range: through C Range, LOWEST through value:	New Value Vajue: System-missing Cogy old value(s) Old> New: Add Change Remove					
Range, value through HIGHEST:	Output variables are strings <u>W</u> idth: 8 Convert numeric strings to numbers ('5'->5)					

Add button clicked for the above.

🗖 Recode into Different Variables 🛛 🛛 🔀							
 IDboth Set PID Pstr Rgns Primary P1P10 Multgrade 		Numeric Variable -> Output Variable: Teachers> Tchrsgpd Label: Change					
DistanceEd SpecEd Cother Cocation Q1 Q2 Q2 Q3	*	Old and New Values (optional case selection condition) OK Paste Reset Cancel Help					

Clicking Continue in Old and New Values dialogue box returns one to the initial Recode window. Now it's time to click OK.

hand been have							SPSS Proc	essor is ready		
A D	ata View λV a	riable View /			<					
45										
44										
43										
42	Tchrsgpd	Numeric	8	2	Number of teachers (3gps)	None	None	10	Right	Scale
41	QP14	Numeric	11	0	Bld on home practice	None	999	8	Right	Nominal
40	QP13	Numeric	11	0	Support learning needs	None	999	8	Right	Nominal
39	QP12	Numeric	11	0	Respond in timely manner	None	999	8	Right	Nominal
38	QP11	Numeric	11	U	Can support spelling	None	999	8	Right	Nominal

Clicking OK produces default version of new variable (final row).

57	uPi0	Numeric	11	U	Can support writing	NONE	999	0	кідпі	Nominai
38	QP11	Numeric	11	0	Can support spelling	None	999	8	Right	Nominal
39	QP12	Numeric	11	0	Respond in timely manner	None	999	8	Right	Nominal
40	QP13	Numeric	11	0	Support learning needs	None	999	8	Right	Nominal
41	QP14	Numeric	11	0	Bld on home practice	None	999	8	Right	Nominal
42	Tchrsgpd	Numeric	8	0	Number of teachers (3gps)	{1, <=10 tchrs}	999	10	Right	Scale
43										
44										
45										
Vata View Variable View								1111		
SPS5 Processor is ready										

This can be tidied up by adjusting the number of decimals to 0 and by providing labels, values, and missing values coding.

🛂 🛛 *EQ Kn TotalAllFinal Oct07.sav [DataSet1] - SPSS Data Editor								
File	Edit	View Data	Transform	Analyze	Graphs	Utilities	Wi	indow Help
🗁 🔒 📴 🔸 🔶 🐜		Reports		٠.				
		Descriptive Statistics			۲	Frequencies		
		Name	Туре	Tables	;			Descriptives el
	1	IDboth	Numeric	Compa	are Means			Explore
	2	Set	Numeric	Gener	al Linear M	1odel		Crosstabs
	3	PID	Numeric	Mixed	Models			Ratio
	4	Pstr	Numeric	Correl	ate		Ľ	Presenter
	5	Rgns	Numeric	Regre	SSION		Ľ	Regions
	6	Primary	Numeric	Classif	ear Su		Ţ.	Primary school
	7	P1P10	Numeric	Data F	, Reduction		•	P1 to P10 school
	8	Multgrade	Numeric	Scale			۲	Multigrade campus
	9	DistanceEd	Numeric	Nonpa	arametric T	ests	۲	Distance Education
	10	SpecEd	Numeric	Time S	Series		۲	Special Education
	11	Other	Numeric	Surviv	al		Ł	Other
	12	Location	Numeric	Multipl	le Respons	5e	۲	Region
	13	Teachers	Numeric	IMISSID:	g value Ar	alysis		Number of teachers I
	14	Q1	Numeric	Amos	6			Know effective apprc
	15	Q2	Numeric	11	0			Can contbte to stdt I
	16	ะดไ	Numeric	11	Π			Know role of languag

Now the work should be checked by using frequencies to compare the original versus the recoded variable.

🗖 Frequencies			$\overline{\mathbf{X}}$
QP8 QP9 QP10 QP11 QP12 QP13 QP13 QP14	•	Variable(s):	OK Paste Reset Cancel Help
	Statistic	s Charts	Format

From the list to the left, add the original variable (Teachers) and the collapsed variable (Tchrsgpd) into the Variable/s window. Default settings are fine. Click OK.

Frequencies

Statistics						
		Number of	Number of			
		teachers (gpd) teachers (3gp				
N	Valid	3914	3914			
	Missing	191	191			

Frequency Table

Number of teachers (gpd)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<5 tchrs	553	13.5	14.1	14.1
	5-10 tchrs	423	10.3	10.8	24.9
	11-20 tchrs	932	22.7	23.8	48.7
	>20 tchrs	2006	48.9	51.3	100.0
	Total	3914	95.3	100.0	
Missing	999	191	4.7		
Total		4105	100.0		

Number of teachers (3gps)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<=10 tchrs	976	23.8	24.9	24.9
	11-20 tchrs	932	22.7	23.8	48.7
	>20 tchrs	2006	48.9	51.3	100.0
	Total	3914	95.3	100.0	
Missing	999	191	4.7		
Total		4105	100.0		

Fortunately the outcomes seem satisfactory.