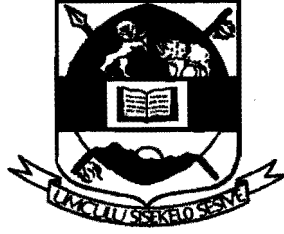


UNIVERSITY OF SWAZILAND



MAIN EXAMINATION PAPER 2014

TITLE OF PAPER : STATISTICAL DATA PROCESSING

COURSE CODE : ST 206

TIME ALLOWED : TWO (2) HOURS

INSTRUCTIONS : ANSWER ANY THREE QUESTIONS.

Question 1

- a) When is the use of a pre-coded questionnaire justified and when it is not? (10 Marks)
- b) How do you think a coding process should be carried out for a national survey? (10 Marks)

Question 2

- a) What is the purpose of editing? Provide two examples of questions that might need editing. (8 Marks)
- b) Does a National Statistical Office need editing guidelines for each and every survey they embark on? (12 Marks)

Question 3

Compare and contrast;

- a) Coding scheme and coding manual
b) Dataset and database
c) Data editing and data manipulation
d) Hierarchical file and flat file

(5+5+5+5 Marks)

Question 4

Recommend and describe four appropriate *deterministic imputation methods* to an agency that wants to do a national household survey in Swaziland.

(20 Marks)

University of Swaziland
Department of Statistics and Demography
Statistical Data Processing (ST206) Course Outline - 2013/14

Instructor: S.A. Masango - Office A 5.1

- I. Prerequisite reading/knowledge
 - Methods data collection
 - Questionnaire design

- A. Data Processing
 - Coding
 - Data Editing
 - Data Capture
- B. Statistical Adjustments
 - Disposition codes and response rates
 - Survey weights
 - Imputation
 - Sampling variance
 - Quality control
- C. Documentation

Instruction: 4 hours/week (2 contact hours + 2 practical hours)

Assessment: 2 tests and assignment (s)

Recommended reading

Singleton, Royce A., Jr., Bruce C. Straits, and Margaret Miller Straits. 1999.
Approaches to Social Research. New York: Oxford University Press.

University of Michigan (2010), Guidelines for Best Practice in Cross-Cultural Surveys Survey
Research Center, Institute for Social Research.
<http://ccsg.isr.umich.edu/pdf/00FullGuidelines3.pdf>

The best students never wait for orders. They're not interested in a good grade (though they usually get one). They want to understand, to tinker and to solve problems. They are masters of figuring out the next step to take on any project. They come to instructor's office each week to tell what they've done rather than to ask me what to do.