

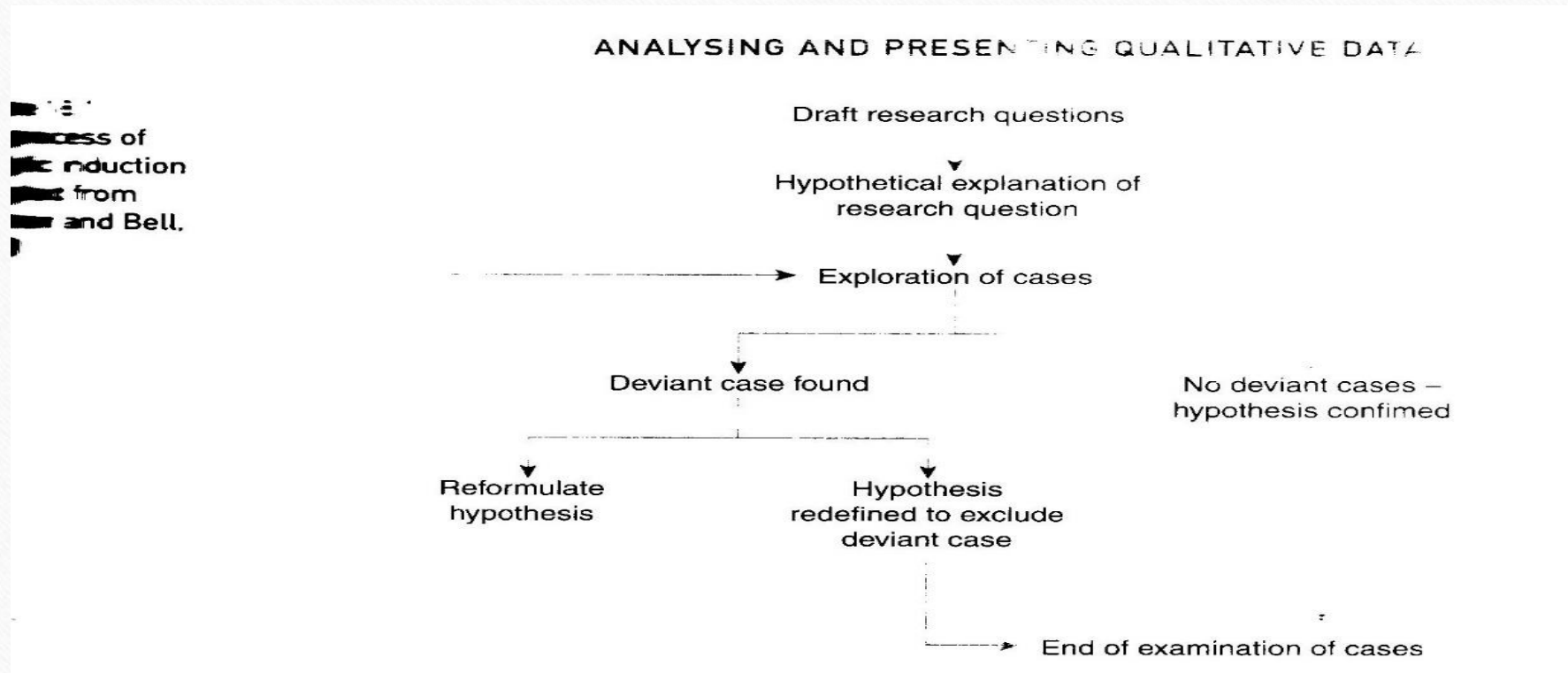
DATA ANALYSIS, NARRATIVE ANALYSIS and CONTENT ANALYSIS

DR SNG BEE BEE

Source: Gray, D.E. (2009), *Doing Research in the Real World* (2nd ed.). London: Sage

Shank, G.D. Shank (2006), *Qualitative Research – A Personal Skills Approach*. U.S.A: Pearson

The Process of Qualitative Research



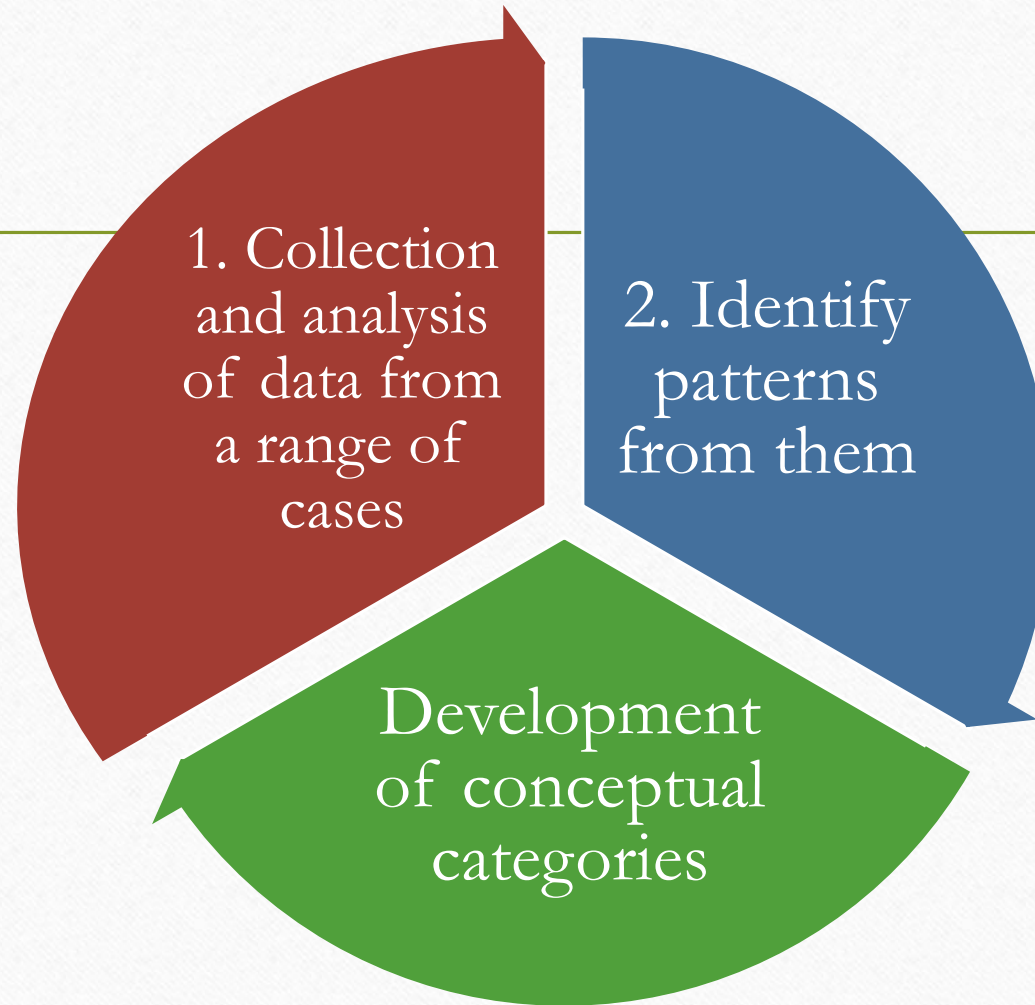
The Process of *Analysing* Qualitative Data

Analytic
Induction

Coding

Reflexivity of
Researcher

Analytic Induction



Process of Analytic Induction

Deviant Cases

Cases are examined to see if they are consistent with the hypothesis.

No deviant case

If not deviant case is found, the research confirms the hypothesis.

Hypothesis

If deviant cases are found, then the hypothesis has to be rewritten, or the hypothesis redefined to exclude the deviant case.

Criteria for Conducting Analytic Induction

If a deviant case is found, then further data have to be collected, or the hypothesis reformulated.

The selection of cases has to be large and diverse in order for the theory to be tested.

Negative cases nullifies the hypothesis

The Process of Coding



Familiarization

Read the transcripts to be familiar with the issues and the patterns that emerge. Make notes of your initial impressions. Pay attention to what is unusual, interesting and significant.



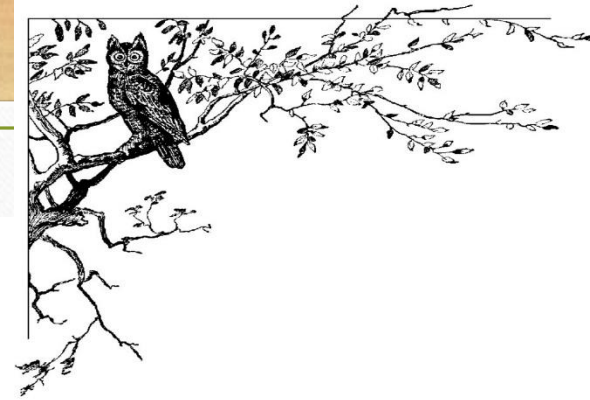
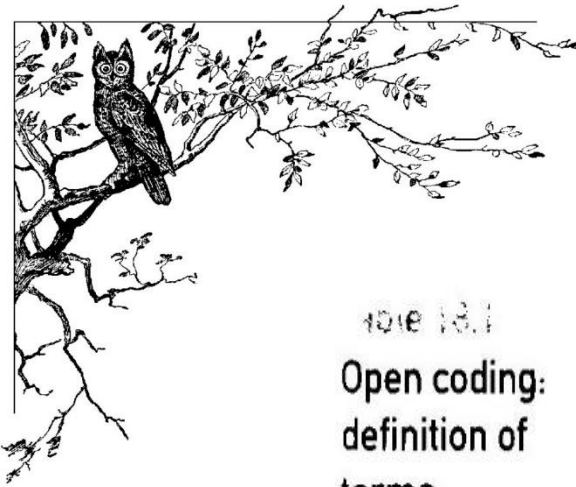
2. Collect, code, collect

- Code data immediately after collection so that you can be familiar with the themes that emerge, to help you with the theoretical sampling.



1. Transcribe the data:

- Transcribe interviews
- Write out field notes legibly



Explanation of Terms Used

Table 13.1
Open coding:
definition of
terms

Source: Adapted
from Strauss and
Corbin, 1998

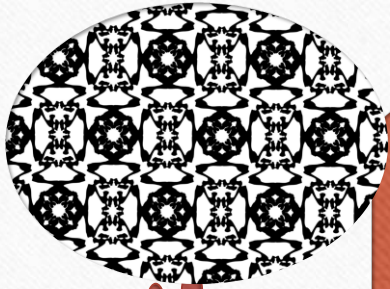
TERM	DEFINITION
Concept	Conceptual labels placed on discrete happenings, events and other instances of phenomena
Category	A classification of concepts
Coding	The process of analysing data
Code notes	The products of coding
Open coding	The process of breaking down, examining, comparing, conceptualizing and categorizing data
Properties	Attributes or characteristics pertaining to a category
Dimensions	Location of properties along a continuum
Dimensionalization	The process of breaking a property down into its dimensions

The Process of Coding



Generating Theory

Look for categories and concepts that emerge from your data. Do they add up to a set of theoretical principles? Do they relate to any theory in the literature? Develop hypothesis about these connections and compare them with the theory in the literature.



Review and Amend Codes

- Review your codes, add to your codes if necessary
- Note the pattern that emerges and the relationships between your codes, e.g. is one code the subset of

another?



Focused Reading

- Read data carefully, code data by using colours or key words, make notes in the margin.

Open Coding

Open coding

Open coding is defined as ‘the naming and categorizing of phenomena through close examination of the data’ (Strauss and Corbin, 1998: 62). Two analytical procedures are involved in the open coding process: the making of comparisons and the asking of questions, both of which help towards the labelling of phenomena in terms of concepts or categories (see Table 18.1). According to Strauss (1987), there are four essential guidelines to follow in the data analysis process:

- Ask the data a specific and consistent set of questions, keeping in mind the original objectives of the research study. The intention here is to uncover whether the data fit with these objectives. There may be occasions when new or unanticipated results emerge from the data, an outcome that is entirely valid.
- Analyse the data minutely, but also include as many categories, examples and incidents as possible.
- Frequently interrupt the coding to write a theoretical account. As the data are being coded, ideas or theoretical perspectives may arise. It is essential that these are noted immediately otherwise they may well be forgotten.
- Do not assume the analytical relevance of any traditional variable such as age, gender, social class, etc. until its relevance emerges from the data. This is particularly so if the impact of an expected variable does not emerge – this result must be accepted.

Reflexivity



Researcher be partial and selective in his observation and interpretation of what is out there.



Researcher is not neutral, but is part of the knowledge he constructs.



Describes the relationship between the researcher and the object of research.

Reflexivity



Coffrey (1999) – ethnographic and field research involves formation of identities, relationships and selves.

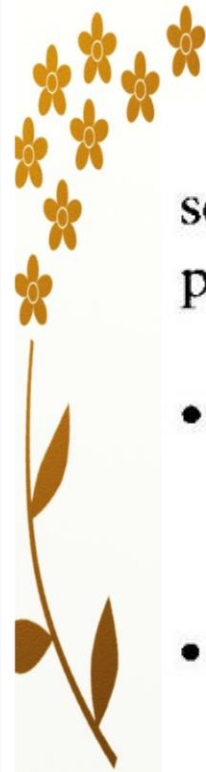
● 2 kinds of reflexivity




Epistemological reflexivity – researchers reflects on their assumptions about the world and the nature of knowledge.



Personal Reflexivity -Researchers reflect on their personal values, attitudes, beliefs and aims and the impact on research.



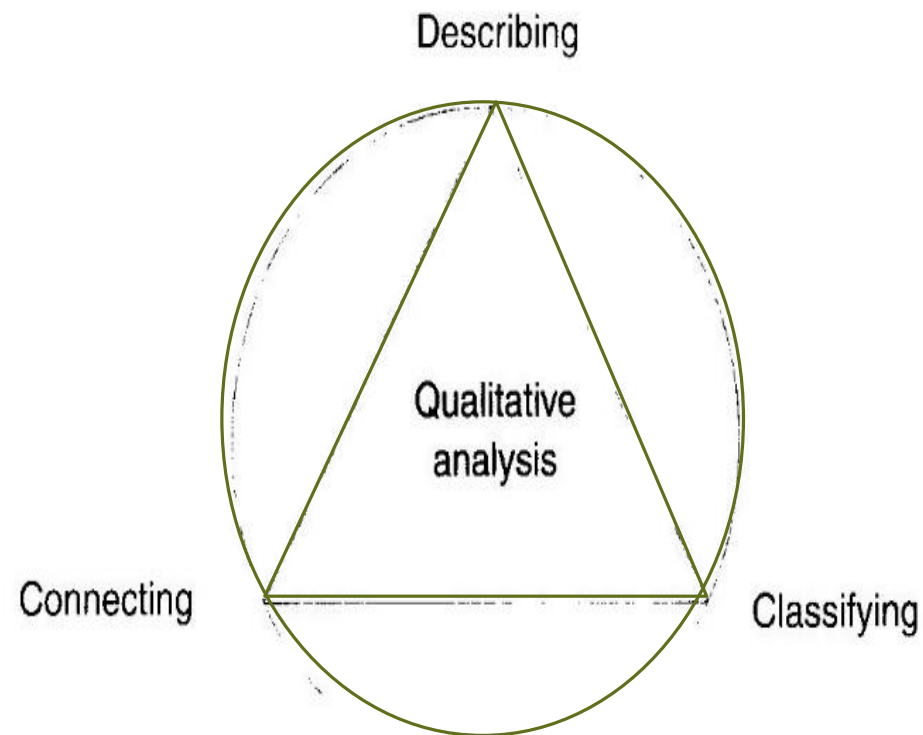
Mauthner and Doucet (2003) note that, while reflexivity has been increasingly seen as important, the research methods literature has been relatively silent on practical steps for achieving it. However, some practical approaches could include:

- Designing research that involves multiple investigators. This can encourage dialogue and the critical interchanges of ideas – pushing researchers to make transparent their epistemological positions and personally held beliefs.
 - Writing a reflexive journal. Lincoln and Guba (1994) recommend that this should include writing: (1) a daily schedule describing the logistics of the study; (2) a log of methodological decisions and changes; and (3) a personal diary recording reflections with particular reference to one's values and interests.
 - Reporting research perspectives, values and beliefs in any research report. Dupuis (1999) recommends that this is done pre and post data collection so that changes in personal feelings can be made explicit.
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Qualitative Data Analysis is a Circular Process

500 ANALYSIS AND REPORT WRITING

Figure 18.2
Qualitative analysis
as a circular
process (Dey, 1993)



Content Analysis – What It Is...

- Analysing data by systematically and objectively analysing the content of the document/transcript and identifying characteristics (classes or categories).
- Begin by establishing the categories or classes before starting analysis.

The Process of Content Analysis

Step 1 - Common Classes

- Identify common characteristics such as gender, occupation, race etc.
- Helps to identify association between data and demographic characteristics.

Step 2 – Special Classes

- Identify special characteristics about the group of people, communities.

Step 3 – Theoretical Classes

- The patterns and connections that emerge in the analysis of data that lead to formation of a theory.
- A theory from literature can be applied in the analysis of the data, then tested and evaluated in the process of analysis.

NARRATING = STORY TELLING

Narrating – the art and skill of taking different experiences and events and putting them together in a single, coherent story.

An art to listening to and understanding narratives



Narratives are an important source or order for qualitative research

We look for order



The Importance of Stories

How do we construct our ongoing identities? We tell people our stories.

We gather field information and much of this will be in story form.

We need to listen to these stories and understand how identities are constructed in the rules and nuances of the story.

Stories are structured differently in different cultures.

What Stories Reflect about Individuals

Narratives about the self are reflections of the self

The stories we are raised in show the kinds of stories we tell, our roles, and our sense of what cause certain events.



Humans are storytelling organisms who, individually and socially, lead storied lives

If we wish to understand the way our people experience the world, studying their narratives can be a rewarding experience.

Watch a video

- Watch a video of a person who tells a story about himself
- What do you learn about his past; roles; relationships; identities and character?
- What events shape his individuality?
- What do you learn about his culture and subculture?