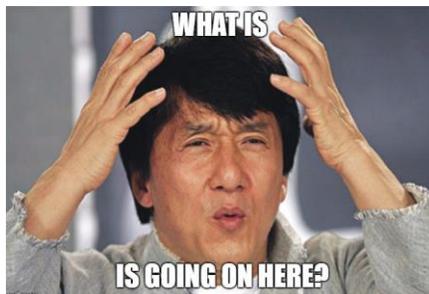


Chapter 16 Analysis of Qualitative Data

1

Qualitative Analysis Challenges

- Qualitative data analysis is challenging, for several reasons.
- **First**, there are no universal rules; no one set way to do an analysis correctly.
 - Absence of standard procedures makes it difficult to explain how to do such analyses.



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Qualitative Analysis Challenges

- **Second**, Voluminous amount of narrative data = lots of intensive work.
 - Analysts must organize and make sense of hundreds or even thousands of pages of narrative materials.

Qualitative Analysis Challenges

- **Third**, need for strong inductive skills and creativity.
 - A good analyst must be skillful in **discerning patterns and weaving them together** into an integrated whole.



Qualitative Analysis Challenges

- **Forth**, Condensing rich data to fit into concise reports
 - Reducing data for reporting purposes.
 - Researchers need to be concise and need to maintain the richness and evidentiary value of their data.



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Qualitative Data Management and Organization

- Transcribing the data
- Developing a coding scheme
- Coding qualitative data
- Organizing the data
 - Manual methods of organization (**conceptual files**)
 - Computerized methods of organization using CAQDAS

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A General Analytic Overview

- Identify **themes** or broad categories.
- Search for patterns among themes, variations in the data.
- Develop charting devices, timelines.
- In some cases, use metaphors to evoke a visual analogy.
- Validate themes, patterns.
- Weave thematic pieces into an integrated whole.

Question

What does a theme represent in qualitative research?

- a. The actual written report
- b. The operational definition of the study's conceptual framework
- c. The labeling of similar ideas shared by the study participants
- d. The relationship between the hypotheses and the research question

Answer

- c. The labeling of similar ideas shared by the study participants

Rationale: A theme represents the labeling of similar ideas shared by the study participants. A theme is an abstract entity that brings meaning and identity to a current experience and its variant manifestations. As such, a theme captures and unifies the nature or basis of the experience into a meaningful whole.

Qualitative Content Analysis

1. Analyze the content of narrative data to identify prominent themes and patterns among the themes
2. Break down data into smaller units.
3. Code and name units according to content.
4. Group coded material based on shared content.

Ethnographic Analysis: Spradley's 12-Step Method

1. Locating an informant
2. Interviewing an informant
3. Making an ethnographic record
4. Asking descriptive questions
5. Analyzing ethnographic interviews
6. Making a **domain analysis** (first level of analysis)

Ethnographic Analysis: Spradley's 12-Step Method—(cont.)

7. Asking structural questions
8. Making a **taxonomic analysis** (second level)
9. Asking contrast questions
10. Making a **componential analysis** (third level)
11. Discovering cultural themes, **theme analysis** (fourth level)
12. Writing the ethnography

Phenomenological Analysis

- Three broad schools of phenomenology
 - **Duquesne School** (descriptive phenomenology)
 - Colaizzi
 - Giorgi
 - Van Kaam
 - **Utrecht School** (descriptive and interpretive phenomenology)
 - Van Manen

Phenomenological Analysis—(cont.)

- Three broad schools of phenomenology—(cont.)
 - **Heideggerian hermeneutics** (interpretive)
 - Gadamer
 - Diekelmann, Allen, and Tanner
 - Benner

Van Manen's Phenomenological Method: Six Activities

1. Turning to the nature of the lived experience
2. Exploring the experience as we live it
3. Reflecting on essential themes
4. Describing the phenomenon through the art of writing and rewriting
5. Maintaining a strong relation to the phenomenon
6. Balancing the research context by considering parts and whole

Question

Tell whether the following statement is True or False.

There are five broad schools of phenomenological analysis.

- a. True
- b. False

Answer

b. False

Rationale: There are three broad schools of phenomenological analysis. Three frequently used methods for descriptive phenomenology are the methods of Colaizzi (1978), Giorgi (1985), and Van Kaam (1966), all of whom are from the *Duquesne School* of phenomenology, based on Husserl's philosophy.

Benner's Hermeneutic Analysis

- Search for paradigm cases
- Thematic analysis
- Analysis of exemplars

Grounded Theory Analysis

- Uses **constant comparative** method of analysis
- Two competing grounded theory strategies
 - Glaser and Strauss (**Glaserian**)
 - Strauss and Corbin (**Straussian**)

Question

Tell whether the following statement is True or False.

Grounded theory analysis involves the use of a constant comparative method.

- a. True
- b. False

Answer

a. True

Rationale: Grounded theory analysis uses a constant comparative method analysis, a method that involves comparing elements present in one data source with those in another.

Coding: Glaserian Approach

- **Substantive codes**
 - **Open codes**—ends when **core category** is identified
 - One type of core category is a **basic social process (BSP)**.
 - Level I (in vivo) codes; level II codes; level III codes
 - **Selective codes**—codes relating to core category only
- **Theoretical codes**

Examples of Families of Theoretical Codes (Glaser)

- Process: stages, phases, passages, transitions
- Strategy: tactics, techniques, maneuverings
- Cutting point: boundaries, turning points
- The six Cs: causes, contexts, conditions, contingencies, consequences, and covariances

Strauss and Corbin's Method of Grounded Theory

- Three types of coding
 - Open coding
 - **Axial coding**
 - Selective coding—deciding on the central (or core) category

Constructivist Grounded Theory Approach

- Theories include researchers' experience and involvements.
- **Initial coding:** data are studied to learn what participants view as problematic.
- **Focused coding:** identify most significant initial code and then theoretically code