

METHODS OF DATA ANALYSIS IN QUALITATIVE RESEARCH

Qualitative analysis results in a different type of knowledge than does quantitative inquiry because one party argues from the underlying philosophical nature of each paradigm, enjoying detailed interviewing and the other focuses on the apparent compatibility of the research methods, “enjoying the rewards of both numbers and words” (Glesne & Peshkin, 1992, p. 8). This means such methods like interviews and observations are dominant in the naturalist (interpretive) paradigm and supplementary in the positive paradigm, where the use of survey serves in opposite order. Although it has been claimed (Winter, 2000) that quantitative researchers attempt to disassociate themselves as much as possible from the research process, qualitative researchers have come to embrace their involvement and role within the research. Patton (2001) supports the notion of researcher's involvement and immersion into the research by discussing that the real world are subject to change and therefore, a qualitative researcher should be present during the changes to record an event after and before the change occurs. However, both qualitative and quantitative researchers need to test and demonstrate that their studies are credible. While the credibility in quantitative research depends on instrument construction, in qualitative research, “the researcher is the instrument” (Patton, 2001, p. 14). Thus, it seems when quantitative researchers speak of research validity and reliability, they are usually referring to a research that is credible while the credibility of a qualitative research depends on the ability and effort of the researcher. Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness is used.

➤ **Hermeneutical Analysis (hermeneutics = making sense of a written text) Max Van Manen**

Not looking for objective meaning of text, but meaning of text for people in situation. Try to bracket self out in analysis - tell their story, not yours. Use their words, less interpretive than other approaches. Different layers of interpretation of text. Knowledge is constructed – we construct meaning of text (from background and current situation - Social construction because of influence of others - symbolic interactionism)

Use context - time and place of writing - to understand. What was cultural situation?

Historical context. Meaning resides in author intent/purpose, context, and the

encounter between author and reader - find themes and relate to dialectical context.

Videotape - probably needs to be secondary level of analysis. Get with another person who is using another method and analyze their field notes.

➤ **Discourse analysis** (linguistic analysis of ongoing flow of communication) James Gee: Usually use tapes so they can be played and replayed. Several people discussing, not individual person specifically. Find patterns of questions, who dominates time and how, other patterns of interaction.

➤ **Narrative Analysis** (study the individual's speech) Catherine Reisman
Overlaps with other approaches. (Is it distinctive?) Discourse analysis looks at interaction, narrative is more individual)

The story is what a person shares about self. What you choose to tell frames how you will be perceived. Always compare ideas about self. Tend to avoid revealing negatives about self.

Might study autobiographies and compare them.

- context-situation
- core plot in the story told about self
- basic actions

➤ **Content Analysis:** The main idea of the procedure of content analysis (Mayring 1983; 7th edition, 2000) analysis is thereby, to preserve the advantages of quantitative content analysis as developed within communication science and to transfer and further develop them to qualitative-interpretative steps of analysis.

This is expressed by Krippendorff, who defines "content analysis as the use of replicable and valid method for making specific inferences from text to other states or properties of its source". Qualitative content analysis defines itself within this framework as an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification.

Basic Ideas of Content Analysis

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- Fitting the material into a model of communication: It should be determined on what part of the communication inferences shall be made, to aspects of the communicator (his experiences, opinions feelings), to the situation of text production, to the socio-cultural background, to the text itself or to the effect of the message.
- Rules of analysis: The material is to be analyzed step by step, following rules of procedure, devising the material into content analytical units.
- Categories in the center of analysis: The aspects of text interpretation, following the research questions, are putted into categories, which were carefully founded and revised within the process of analysis (feedback loops).
- Criteria of reliability and validity: The procedure has the pretension to be intersubjectively comprehensible, to compare the results with other studies in the sense of triangulation and to carry out checks for reliability.

The above listed components of quantitative content analysis will be preserved to be the fundamental for a qualitative oriented procedure of text interpretation. There are a number of procedures of qualitative content analysis (Mayring 2000) amongst which two approaches are central: inductive category development and deductive category application.

➤ **Network Analysis** : qualitative researchers often map the connection among a set of people , organizations, events or places. Using sociograms and similar mapping techniques, they can discover , analyze and display set of relations. Researchers find the network help them see and understand the nature of complex relationships.

➤ **Time Allocation Analysis**: time is an important resource. Researchers examine the way people or organizations spend or invest time to reveal implicit rules of conduct or priorities. Reserchers document the duration or amount of time devoted to various activities. Qualitative researchers examine the duration or amount of time devoted to activities. An analysis of how people , groups or organizations allocate resources they control which can reveal a lot about their real , as contrasted with their officially professed priorities.

Computer Programs for Support of Qualitative Content Analysis

Especially within the last years several computer programs had been developed within the framework of qualitative analysis to support (not to replace) steps of text interpretation (Huber 1992; Weitzman & Miles 1995; Mayring 1996). The computer plays here a triple role:

- It works as assistant, supporting and making easier the steps of text analysis on screen (working through the material, underlining, writing marginal notes, defining category definitions and coding rules, recording comments on the material ...). It offers helpful tools handling the text (searching, jumping to different passages, collecting and editing passages.).
- It works as documentation center, recording all steps of analysis of all interpreters, making the analysis comprehensible and replicable (e.g. to trace back in the material causes of non-reliabilities between two coders).
- It offers links to quantitative analysis (often already implemented within the program), e.g. to compare frequencies of categories, without the dangers of errors in data transfer by hand to another computer program.

Working with qualitative content analysis two computer programs had especially proved it's worth, ATLAS/ti and winMAX, which both are available in free demo versions (<http://www.atlasti.de> and <http://www.winmax.de>).

There are many such other methods like Event analysis and Metaphorical Analysis, which can be used in order to get rich analysis from qualitative data.