

Data Collection in Qualitative Research

Prepared by:
Ladie M. Ballesteros, Ed.D.

Objectives

- Differentiate data collection in quantitative and qualitative research
- Discuss the main techniques to collect qualitative data

Methods of Data Collection



- technique for physically obtaining data to be analyzed in a research study



In qualitative research, the process of data collection and analysis is a daunting enterprise.

Collecting Data

Quantitative	Qualitative
Collecting data on instruments identified prior to the study	Collecting data on protocols developed during the study
Gathering numeric data	Gathering text or image data
Collecting information from a large number of individuals	Collecting information from a small number of individuals

Main Techniques to Collect Qualitative Data

1. Interview
2. Observation
3. Visual Data Collection
4. Secondary Data Collection

INTERVIEW

- A data-collection method in which an interviewer asks an interviewee (Johnson & Christensen, 2012)
 - In-person interview – an interview conducted face to face
 - Telephone interview – an interview conducted over the phone



QUALITATIVE INTERVIEWING

- a general term used to describe a group of methods that permits the researcher to engage in a dialogue or conversation with the participant (Lichtman, 2010)

TYPES OF INTERVIEW

1. Closed, fixed-response interview

- Questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses (Patton, 2008)

2. Standardized Open-Ended Interview

- The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order. Questions are worded in a completely open-ended format (Patton, 2008)
- also called the structured interview (Lichtman, 2010)

TYPES OF INTERVIEW

3. Interview Guide Approach

- Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and wording of questions in the course of the interview (Patton, 2008)
- also called as the guided interview (Lichtman, 2010)

4. Informal Conversation Interview

- Questions emerge from the immediate context and are asked in the natural course of things; there is no predetermination of question topics or wording (Patton, 2008)
- also called the in-depth interview; style of interviewing that did not recommend a specific set of questions; allow respondents to tell their own story in their own terms (Lichtman, 2010)

IN-DEPTH INTERVIEW

- A type of qualitative interview that is being described as a conversation between the interviewer and participant in which the interviewer hears what the participant has to say in **his own words, in his voice, with his language and narrative.**

Interview Process

1. PLANNING

- Identify 5 to 10 topic areas which will be used as guidelines in doing the interview.
- Find literature about the topics.
- Identify some demographic areas you want to cover with each participant.
- If inexperienced in in-depth interviewing, begin with
 - Personal questions – Tell me something about yourself.
 - Concrete questions – Tell me your thoughts when you learned last week that you were going to lose your job.
 - Feeling questions – What is it like to be a student at this school?

Interview Process

2. GETTING STARTED

- Develop rapport
- Provide preliminary information
- Obtain permission to conduct the interview
- Ask permission to use a recording device
- Make the person comfortable

Interview Process

3. THE BODY OF THE INTERVIEW

- Use your semi or unstructured guidelines to make the interview progress more smoothly.
- Don't try to take complete notes; it is almost impossible.
- Concentrate on listening to what is said and planning your next questions.

Interview Process

4. THE END OF THE INTERVIEW

- Throw your final question – Do you have anything you want to add that we have not talked about?
- Thank the participants.
- Get your materials, mark the tapes, put your notes away and record the length of the interview

Types of Questions

1. Grand Tour Question – this type of question is very general and is a good way to begin because it gets the participants talking to you

- Tell me about yourself.
- Tell me what being in school is like for you.
- What can you say about going to ABC National High School?

Types of Questions

2. Specific or Concrete Example Question – this type of questions gives the participant an opportunity to provide relevant information because it is personal and immediate

- What was something that happened last week that you think contributes to your stress?
- Tell me something that happened at this school that you think is a direct result of the new Site-Based Management Plan

Types of Questions

3. Comparison/Contrast Question – this type of question challenges the participant to think about other times, situations, places, events, or people and draw comparisons between them

- How are things at this school now compared to when Mr. X was principal?
- How could you compare what you are doing now to what you did in the past?

Types of Questions

4. New Elements/Topics Question – this type of questions are used when shifting to a new topic especially if the participant is “stuck” on a particular things and keeps repeating information

- We’ve talked for a while about discipline in the schools. Are there other aspects of working in school you would like to discuss?
- Let’s look at some other areas we haven’t yet covered. What do you think about _____?

Types of Questions

5. Closing Question – this type of question provides a chance for the participant to add anything else that has not been mentioned.

- Can you think of anything else you would like to say about working in a school?
- Is there anything else you would like to add to what you have already said?

Strategies for Questioning

1. Elaboration – this strategy provides an opportunity for the participant to say more, to clarify and elucidate his/her responses, and allow additional input by the participant

- You've talked about your frustration working with your new principal. What else can you say about why you feel frustrated?
- You said that you feel happy working with a new group of classmates. What kinds of things made you happy?

Strategies for Questioning

2. Probing – this strategy provides the interviewer a chance to try to get the underlying meaning of what is said; the emphasis is on digging down deeper into the feelings

- Can you tell me some more about that?
- I see. What do you mean by _____?
- Hmm. What else can you say about?
- That'd good. I am not sure I understand when you say _____.Can you explain more fully?
- Let's talk about that in more detail.

Strategies for Questioning

3. Non-directional – this strategy puts the interviewer in a neutral position

- GOOD – We have talked about being a graduate student. What is the experience like for you?
- AVOID – We have talked about being a graduate student. Don't you agree with me that it is frustrating because you have so little time to do everything?

Strategies for Questioning

2. One Question at a Time – Ask one question at a time.

- GOOD – Let's talk about being in graduate school. Tell me about the experience.
- AVOID – Let's talk some more about being in graduate school. What courses are you taking? What is your major? Why do you think you decided to return to graduate school?

Strategies for Questioning

5. Special Areas of Concern

- Encourage the respondent to tell her story in her own words. Be aware of when to cut the respondent off and when not to cut the respondent off

Dos in Interviewing

1. Develop rapport
2. Use a recorder and have a note pad to jot down notes
3. Make eye contact
4. Ask open-ended questions
5. Provide an atmosphere for respondents to tell their own story in their own terms
6. Remain unobtrusive
7. Phrase questions in a general and non-directive manner.
8. Avoid leading questions
9. Use some questioning strategies, such as repeating the last word of the response or lifting an eyebrow
10. Make sure you get specific and detailed information
11. Avoid jargon or situations that are too technical.
12. Make sure you have enough discussion about the key issues to use later for data analysis

Don'ts in Interviewing

1. Don't depend on your memory. Write it down.
2. Don't answer questions for respondents.
3. Don't ask 3 or 4 questions at the same time.
4. Don't ask a question and then provide the answer ("I agree that such and such is a good thing")
5. Don't stop the respondent in the middle of the conversation
6. Don't allow the respondent to spend too much time on one topic
7. Don't act nervous or uninterested

FOCUS GROUP INTERVIEW

- A focus group interview is a type of interview in which a moderator leads a discussion with a small group of individuals to examine, in detail, how the group members think and feel about a topic.



Focus Group Interview

```
graph TD; A[Focus Group Interview] --> B[Structured Focus Group]; A --> C[Semistructured or Guided Focus Group];
```

Structured
Focus Group

Semistructured or
Guided Focus Group

Interview Checklist

Before: (schedule appointment, location, recording equipment, anticipate technical problems and how to deal with them, one-page hand-out indicating the purpose of the study and your contact information, questions especially if highly structured)

During: (signed permission form, record time started, check recording equipment, watch your time)

After: (record time ended, label data, make notes and observations)

INTERVIEW PROTOCOL

Project:

Time of the Interview

STARTED:

ENDED:

Place:

Interviewer:

Interviewee:

Position of the Interviewee:

Describe the project (purpose of the study, individuals and sources of data, what will be done with the data to protect the confidentiality of the interviewee, how long the interview will take)

Signature of the interviewee

Questions:

Words of Thanks

**FOCUS GROUP STUDY DISCUSSION GUIDE FOR
ELEMENTARY SCHOOL HEADS OF SOUTHERN NEGROS**

Good morning. My name is _____.

I am very pleased you have agreed to join me today.

I am here to talk about the problems you have experienced in the implementation of SBM in your respective schools.

The discussion we are going to have is called a focus group. For those of you who have never participated in one of these sessions, I would like to explain the features of this type of research.

Focus groups are used to gather information informally from a small group of individuals who have a common interest in a particular subject—in this instance, your experiences in the implementation of your School-Based Management (SBM).

This discussion will provide invaluable information to our higher school officials about how it can help the schools improve their level of SBM practice. The focus group is part of our overall strategic planning process.

In focus groups, there are no right or wrong answers. We want to hear from everyone in the room. We are pleased you can be part of this group because we think you have important ideas and experiences regarding SBM Implementation.

experiences in the implementation of your School-Based Management (SBM).

This discussion will provide invaluable information to our higher school officials about how it can help the schools improve their level of SBM practice. The focus group is part of our overall strategic planning process.

In focus groups, there are no right or wrong answers. We want to hear from everyone in the room. We are pleased you can be part of this group because we think you have important ideas and experiences regarding SBM Implementation. Don't hesitate to speak up when you have a point you would like to make.

I will be moderating the session and moving us along so that we touch on all of the key subjects on our agenda. I would like to avoid getting bogged down on issues that don't pertain to everyone in the group. If I think that we are spending too much time on one subject, I will step in to keep the discussion moving.

We will be keeping a record of this discussion so that I don't have to take notes. I like to follow what is being said and then go back later to review what you said again, so I can accurately convey your ideas and opinions.

My role today is to see that we have a productive discussion and to summarize the group's feelings. I will not refer to any participant by name in the reports I prepare. The information will be kept confidential and used for my study so that I can help address the needs of your school in the future.

QUESTION ONE: Setting the mood for the discussion

Can you tell me about yourself, ____, ____, ____, and ____?
What is your understanding of School Based Management?

PROBE FOR AWARENESS.

QUESTION TWO: Participants' understanding of SBM

Why is it important for you to have a good understanding of School- Based Management ?

FOLLOW-UP: What is your understanding of SBM in terms of the extent your devolved function and scope or coverage of devolution?

QUESTION THREE: Implementation of SBM
How do you implement the SBM? Are there guidelines given you to follow?

FOLLOW-UP: What changes are taking place in your school that have a direct effect on your pupils, teachers, families, and community?

QUESTION FOUR: How do you feel implementing SBM?

FOLLOW-UP: What is your understanding of SBM in terms of the extent your devolved function and scope or coverage of devolution?

QUESTION THREE: Implementation of SBM

How do you implement the SBM? Are there guidelines given you to follow?

FOLLOW-UP: What changes are taking place in your school that have a direct effect on your pupils, teachers, families, and community?

QUESTION FOUR: How do you feel implementing SBM?

FOLLOW-UP: Were you consulted about it? Do you think SBM is necessary? Were you comfortable doing it? Why? Were you ready when you did it? Why?

QUESTION FIVE: Experiences in implementing SBM

What are your experiences in implementing SBM?

FOLLOW-UP: What were the good things you gained from implementing SBM? What were your unpleasant experiences during the implementation of SBM? Was implementing SBM worth your effort?

OBSERVATION



- Watching the behavioral patterns of people in certain situations to obtain information about the phenomenon of interest.
- Observational data are collected in two different types of environments.
 - Laboratory observation – carried out in settings that are set up by the researcher and inside the confines of a research lab.
 - Naturalistic observation is carried out in the real world

Kinds of Groups For Observation

- 1. Formal Group** – these same people come together regularly
- 2. Informal Group** – members are in contact with each other, but members may move in and out
- 3. Occasional Group** – people who might come together once or a number of times but whose membership is constantly shifting

4 Main Roles That a Researcher Can Take During Qualitative Observation

1. **Complete participant** – researcher becomes member of group being studied and does not tell members they are being studied
2. **Participant-as-observer** – researcher spends extended time with the group as an insider and tells members they are being studied
3. **Observer-as-participant** – researcher spends a limited amount of time of observing group members and tells members they are being studied
4. **Complete observer** – researcher observes an outsider and does not tell people they are being observed

How to Conduct an Observation

1. PLANNING

- Decide on a particular aspect to study.
- Identify three to five areas to look at.
- Decide whether you will take notes, use videos, or digital technology, or rely on you memory
- Decide how much time you will allow for your observation
- For initial observation, choose public spaces where individuals interact for there is no need to obtain permission.

How to Conduct an Observation

2. CONDUCTING THE OBSERVATION

- Settle down in a place where you will be able to look and listen.
- Observe the look of the surroundings.
- Describe the main characters in the setting.
- Decide what to focus on.

FIELD NOTES



- Notes taken by an observer during and after making observations (Johnson and Christensen, 2012)
- Field notes have two components: (Ary, Jacobs & Razavieh, 2002)
 - 1. Descriptive part –which includes a complete description of the setting, the people, and their reactions and interpersonal relationships, and accounts of events (who, when, what was done)
 - 2. Reflective part – includes the observer’s personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis.

FIGURE 4-1 • *Example of field notes*

March 24, 1980
 Joe McCloud
 11:00 a.m. to 12:30 p.m.
 Westwood High
 6th Set of Notes

**THE FOURTH-PERIOD
 CLASS IN MARGE'S ROOM**

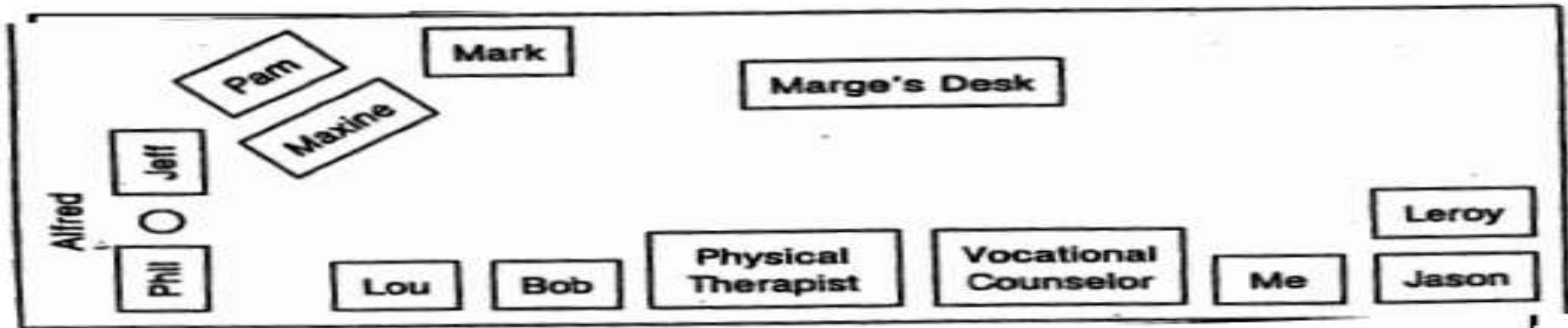
I arrived at Westwood High at five minutes to eleven, the time Marge told me her fourth period started. I was dressed as usual: sport shirt, chino pants, and a Woolrich parka. The fourth period is the only time during the day when all the students who are in the "neurologically impaired/learning disability" program, better known as "Marge's program," come together. During the other periods, certain students in the program, two or three or four at most, come to her room for help with the work they are getting in other regular high school classes.

It was a warm, fortyish, promise of a spring day. There was a police patrol wagon, the kind that has benches in the back that are used for large busts, parked in the back of the big parking lot that is in front of the school. No one was sitting in it and I never heard its reason for being there. In the circular drive in front of the school was parked a United States Army car. It had insignias on the side and was a khaki color. AS I walked from my car, a balding fortyish man in an Army uniform came out of the building and went to the car and sat down. Four boys and a girl also walked out of the school. All were white. They had on old dungarees and coffee-stenciled t-shirts with spring jackets over them. One of the boys, the tallest of the four, called out, "oink, oink, oink." This was done as he sighted the police vehicle in the back.

- \ O.C.: This was strange to me in that I didn't think that the kids were into "the police as pigs." Somehow I associated that with another time, the early 1970s. I'm going to have to come to grips with the assumptions I have about high school due to my own experience. Sometimes I feel like Westwood is entirely different from my high school and yet this police car incident reminded me of mine.

There were two women in their late twenties sitting in the room. There was only one chair left. Marge said to me something like: "We have two visitors from the central office today. One is a vocational counselor and the other is a physical therapist," but I don't remember if those were the words. I felt embarrassed coming in late. I sat down in the only chair available next to one of the women from the central office. They had on skirts and carried their pocketbooks, much more dressed up than the teachers I've seen. They sat there and observed.

Below is the seating arrangement of the class today:



Alfred (Mr. Armstrong, the teacher's aide) walked around but when he stood in one place it was over by Phil and Jeff. Marge walked about near her desk during her talk which she started by saying to the class: "Now remember, tomorrow is a fieldtrip to the Rollway Company. We all meet in the usual place, by the bus, in front of the main entrance at 8:30. Mrs. Sharp wanted me to tell you that the tour of Rollway is not specifically for you. It's not like the trip to G.M. They took you to places where you were likely to be able to get jobs. Here, it's just a general tour that everybody goes on. Many of the jobs that you will see are not for you. Some are just for people with engineering degrees. You'd better wear comfortable shoes because you may be walking for two or three hours." Maxine and Mark said: "Ooh," in protest to the walking.

She paused and said in a demanding voice: "OK, any questions? You are all going to be there. (Pause) I want you to take a blank card and write down some

Issues in Observation

- ❑ Reactivity – changes that occur in people because they know they are being observed (Johnson and Christensen, 2012)
- ❑ Front stage behavior (what people want or allow us to see) rather than backstage behavior (what people say and do only with their closest friends) (Johnson and Christensen, 2012)
- ❑ Observer bias – no matter how hard observers try to be impartial, their observations possess some degree of bias (Fraenkel and Wallen, 2009)



Observation Checklist

- Did you gain permission to study the site?
- Do you know your role as an observer?
- Do you have a means for recording fieldnotes, such as an observational protocol?
- Do you know what you will observe first?
- Will you enter or leave the site slowly, so as to not disturb the setting?
- Will you make multiple observations over time?
- Will you develop rapport with the individuals?
- Will your observations change from broad to narrow?
- Will you take limited notes at first?
- Will you take both descriptive as well as reflective notes?
- Will you describe in complete sentences so that you have detailed fieldnotes?
- Did you thank your participants?

Observation Protocol

- ❑ An observational protocol is a form designed by the researcher before data collection that is used for taking field notes during an observation

OBSERVATION PROTOCOL

Setting/Individual Observed:

Observer:

Role of the Observer:

Time:

Place:

Length of Observation

Descriptive Notes

Reflective Notes

Visual Data Collection



- Process of collecting data using visual sources, such as photographs, drawings, graphics, paintings, film, and video

Secondary Data Collection

- Existing data originally collected or left behind at an earlier time by a different person for a different purpose



Types of Secondary Data

- 1. Personal Documents** - Anything written, photographed, or recorded for private purposes (letters, diaries, correspondence, family videos, pictures)
- 2. Official Documents** – anything written, photographed, or recorded by an organization (newspapers, educational journals, magazines, school curriculum guides, annual reports, minutes of school board meetings, student records, student work, books, year books, published articles, speeches, personnel files, news videos, program videos, advertisement videos)
- 3. Physical Data** – any material thing created or left by humans that might provide information about a phenomenon of interest to a researcher
- 4. Archived Research Data** – data originally used for research purposes and then stored (census data)

Suggested Methods of Data Collection

1. Phenomenology – in-depth interview
2. Ethnography – observation
3. Case study – eclectic
4. Grounded Theory – interview and observation

DATA COLLECTION AND DATA ANALYSIS (Creswell, 2002)

Characteristics

- Simultaneous – data collection and analysis are simultaneous activities
- Iterative – there is a cycle back and forth between data collection and analysis
- Inductive in form – from particular – the detailed data (transcriptions or typed notes from interviews) – to the general – codes and themes

DATA COLLECTION AND DATA ANALYSIS (Creswell, 2002)

PREPARING AND ORGANIZING THE DATA ANALYSIS.docx

Moustakas (1994) Approach for Assembling Textual and Structural Description

Interview the respondents regarding their experiences culled from their memory

Transcribe individual interviews using the open-ended questions as guide.

EPOCHE: Open self; bracket prejudgments, biases and preconceived notions to allow respondents to disclose their experiences of the phenomenon. Read and Reread transcribed interviews.

First Reflection: Phenomenological Reduction: Identify the general horizons of theme. Look for textual qualities (the "What") of the phenomenon and the structural accounts (the "how" of the experience)

Construct a thick description of the individual narratives.

Respondents validate written individual narratives

Second Reflection: Phenomenological Reduction: Construct individual textual and structural descriptions according to the core themes, both unique and invariant.

Third Reflection: Syntheses of Meaning and Essences. Construct a composite textual descriptions and a composite structural description from the two syntheses. Write an overall syntheses to arrive at the eidetic essence and a general insight

Eidetic Insights