



MAY 4-8, 2020

LESSON 10

TOPIC: Collecting Qualitative Data

- **The Qualitative Researcher**
- **Stages of Fieldwork**

The Mindset of a Qualitative Researcher

- Be reflective and “explicit” (Creswell, 2014, 188-189)
 - It is advisable that you “be explicit” and discuss how your personal interest, previous education, and past experiences are related to the research topic.
 - Provide information on your sampling strategy and how your connections to the research site and participants may have influenced the conduct of the research. Reveal these at the start of the study as these may influence how the people in the site relate to you. You may consider taking additional measures to ensure that the information they provide are accurate. This is especially crucial in cases wherein the researcher has some authority over the research participants.
 - Discuss the process you took in gaining entry to the research site. Gaining entry is a crucial step in the research process, and in some cases, may prove to be challenging.
- Be prepared for “ambiguity”. Be aware that there will be moments where you will experience uncertainty. At some points, you may feel unsure how to proceed in gaining entry into the research site, what questions to ask, what to observe, who to interview, and how to interpret data. Each of these entail choices from the researcher, and your judgement on how to pursue the research topic comes into play.
- Practice sensitivity. As a researcher, try to be sensitive to the research setting and to the people participating in your study. This would mean you need to be aware of verbal and nonverbal cues that your participants may be telling you.
- Communicate. Doing qualitative research entails that the researcher communicates with research participants, builds rapport, asks good questions, and listens. Listening will also allow you to understand what your research participants are saying and recognize their tone in delivering the message. This will help you grasp their emotion and get a glimpse of the meaning behind their accounts.

Stages of Fieldwork

Stage 1: Entry Stage

Some considerations at entry stage include the following (Patton, 1980, 169-174; Babbie, 2005, 312-213):

- Think about the level of participation you wish to have. In the previous chapter, you learned that you can be one of the following:
 - Complete participants – the researcher does not reveal that he or she is undertaking a study of the phenomenon
 - The participants as an observer – participating in the phenomenon under study is prioritized over observation
 - The observer as a participant – where the role of the researcher is known to others
 - Complete observer – where the investigator simply observes and totally distances his or herself from participating in the research setting
- In a similar manner, think about your initial contact with the research site. Here you have two options: formal or informal. A formal contact with the research setting means that you introduce yourself as a researcher and that you share the focus of your study with the people in the site. You want to establish rapport with the research participants, and one way of doing this is by gaining their leader’s endorsement. On the other hand, in utilizing an informal contact, your role as a researcher is not known to the people in the research setting. You try to engage in the setting as a participant or as one of the group’s members.

- Be aware that your decision on your level of participation and initial contact will have implications on how research participants will perceive and interact with you.
- Think about how you want people in your research setting to relate with you and how you want them to see you. Consider also the environment which allows your research participants to reveal their actual views, feelings, and opinions, and behave “normally”.
- There are no prescribed rules on how to enter the research setting. In some instances, entry is pretty straightforward (Babbie, 2005, 312). Depending on your research topic, you may simply show up and be at the research setting.

In selecting a strategy, the researcher will need to use a variety of social skills, psychological sensitivities, and political awareness. The demands on the observer to be sensitive and aware can become so great that this initial period of the observation process can give rise to a great deal of frustration and self-doubt.

Stage 2: Data Gathering Stage

- One aspect of fieldwork entails building relationships with key informants. Key informants are individuals in the research setting which are knowledgeable about the phenomenon, are quite articulate, and can express their observations about it. They can help you understand the situation and provide you with deeper insights about the phenomenon, especially those that you cannot experience for yourself.
- Data gathering will still involve navigating through “social relationship and political choices” (Patton, 1980, 183). Take care not to be drawn into any internal conflicts between or among the groups in the research setting.
- After spending time with your research participants in the research setting and interviewing them, you may find yourself empathizing with their feelings, and thoughts. This is only natural as you have gained rapport, trust, and established relationship with them.

Stage 3: Closing Stage

- After the researcher has spent time collecting data and gathering new information, expect that there will be a shift in your focus from data collection to data analysis little by little. In qualitative research, there is no clear line separating these two processes.
- As you can begin the process of verifying data. This entails checking if one’s interpretations and analyses actually reflect those of the research participants and are reflective of the research setting and of the phenomenon under study.

Reference:

- Almeida, A.B., Gaerlan, A.A, & Manly, N.E. (2016). *Research Fundamentals From Concept to Output: A Guide for Researchers & Thesis Writers*. Quezon City: Adriana Publishing Co., Inc.
- Torneo, H.S. & Torneo, A.R. (2017). *An Introduction to Qualitative Research: Practical Research 1*. 927 Quezon Ave., Quezon City: Sibs Publishing House, Inc.



LA IMMACULADA CONCEPCION SCHOOL
SENIOR HIGH SCHOOL
GRADE 11 – APPLIED: PRACTICAL RESEARCH 1

LESSON 10 TASKS

Individual Task

Day 1 Task

Directions: Let's go back to your own research. Reflect on your own history, experiences, background, and personality that may affect the conduct of your study. Answer the following questions in one whole sheet of pad paper.

1. On your personal relationship to the research topic: What are your interests and personal experiences on the research topic?
2. On your connection to the research setting: What are your previous experiences related to the research setting?

Day 2 Task

Directions: After learning about the different stages of doing fieldwork, let's take a closer look at the first stage and see how it can be applied in your research. Write some ideas on how you plan to gain entry into the field in one whole sheet of yellow paper.



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LESSON 11

TOPIC: Collecting Qualitative Data

- **Conducting Interviews**
- **Utilizing Observations**

Beginning the Interview

Keep this in mind when starting your interview

- Know who you need to interview (Merriam, 1988). Choosing the right person to interview will affect the quality of your data. You need to select research participants according to the contributions they will bring in deepening your understanding of the phenomenon under study.
- After knowing who to interview. Consider how much time is needed for the interview and make an appointment with your research participants at their convenient time. Also, consider where the interview will take place.
- Beginning the actual interview also involves several courtesies. These include providing an explanation of the purpose of the interview.
- Aside from the explanation about the interview, you can also provide some additional orientation to your research participants by assuring them that you want to know their observations and thoughts about the phenomenon. You may also explain why the information they will share are important.
- Assure your research participants about their anonymity and the confidentiality of the information.

Conducting the Interview

- Think from the start that your interviewee has something to contribute to your understanding of the research topic. Having this mindset will allow you to establish rapport with your research participants, and will keep you interested in what he or she will say.
- Assume a position of neutrality (Patton, 1980). This means that whatever your participant shares or reveals, do not let it affect you personally.
- Ask good questions. In the previous chapter you learned about various types of questions you may ask: experience/behavior, opinion value, feeling, knowledge, sensory and background/demographic questions.
- Bernard (2013) emphasizes this basic rule: “Let your informant or respondent lead.” Basically, you need to create an atmosphere where your research participants will be interested about the topic, so much so that they will willingly share their insights about it.
- Learn to probe. Probing is essentially a technique to help your research participants share more information, allowing you to gather rich and detailed data.
- According to Patton (1980), an effective interview feels like a two-way exchange between the interviewee and the interviewer. Your research participants should do not feel that they are being “interrogated.” Try not to ask them questions after questions Emphasizes that the interview is an interaction.
- “Maintain control over the interview” (Patton, 1980). As time is often limited in an interview, you have to exert a degree of control in the process. Be aware of what you are looking for.

Recording the Interview

The primary data of in-depth, open-ended interviews are quotations. What people say, what they think, how they feel, what they’ve done, and what they know – these are the things one can learn from talking to people in interviews. The raw data of interviews are the actual quotations spoken by interviewees. There is no substitute for these data.

Here you may consider various approaches. The most common method is by using a voice recorder. Ask consent from your respondent if you can record the interview.

Depending on the purpose of your study and how you plan to analyze data, may also consider transcribing the interviews. Transcription basically means typing or encoding the recorded interview. Decide on how much detail you need to capture in the transcription process.

Aside from using a voice recorder, you may also document the interview by taking down notes during the process using pen and paper. You may also take down notes to highlight important statements and your reaction to certain passages, and to take note of the interview process such as areas you wish to further explore.

Utilizing Observation

Aspects to Observe

1. Setting

This concerns the physical set-up of the research site. Here, use “descriptive adjectives” over “interpretative adjectives” (Patton, 1980). Try to visualize the setting for your readers and make them feel that they are with you. Also, look into the kinds of behavior the setting promotes and/or inhibits.

2. Participants

Describe who are in the setting as well, the people’s roles, groupings their numbers, reasons behind their presence, and how they are permitted to participate in the social interactions in the setting.

3. Activities and interactions

You can also describe what is happening in the setting. Look into their routines and practices, the sequence of their actions, and how often they conduct the activities. Expound on how people relate with one another in the setting, and how they behave during the activity, what are being said by the different individuals fulfilling various roles, among others.

4. Frequency and duration

Look into how often people perform the behavior, interactions, and activities.

5. Subtle factors

These are aspects that are not so noticeable but are also important to take note of. These include (Merriam, 1988):

- Informal and unplanned activities
- Symbolic and connotative meanings of words
- Nonverbal communication such as dress and physical space
- Unobtrusive measures such as physical cues
- What does not happen – especially if it ought to have happened

Writing Field Notes

Similar to interviews, it is crucial that you also document your observations through field notes. Being able to write field notes will depend on the variation of observation you have used.

Field notes contain three types of information

1. Methodological notes

This type of note talks about your technique and decisions in gathering data. Here, you can narrate your experience as a qualitative researcher, your feelings, your mistakes, learning, and insights about doing a qualitative study.

2. Descriptive notes

Descriptive notes mostly contain what you have seen and heard from the field. These may contain direct quotations from various interactions. If direct quotations are hard to recall, these could also be key messages from people in the research setting. Look the example below where one used an “overgeneralized note” and compare it with the “detailed and concrete note”.

- Overgeneralized: “The next student who came in to take the test was very poorly dressed.
- Detailed and concrete: “The next student who came into the room was wearing clothes quite different from the three students who’d been in previously. The three previous students looked like they had been groomed before they came to the test. Their hair was combed their clothes were clean and pressed, the colors of their clothes matched, their clothes were in good repair. This new student had on pants that were soiled, with a hole or tear in one knee, and threadbare seat. The flannel shirt was wrinkled with one tail tucked into the pants and the other tail hanging out. Hair was disheveled and the boy’s hands looked like he’d been playing in the engine of a car.”

3. Analytic notes

This type of note contains your interpretations, ideas, or understanding of how social phenomenon works. You will most likely write fewer of these compared to the other notes and may only surface after some time grappling and working on descriptive and methodological notes.

Reference:

Almeida, A.B., Gaerlan, A.A, & Manly, N.E. (2016). *Research Fundamentals From Concept to Output: A Guide for Researchers & Thesis Writers*. Quezon City: Adriana Publishing Co., Inc.

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LESSON 11 TASKS

Individual Task

Day 1 Task

Directions: What are the most important insights you got from the different interview phases? Write your answer in one whole sheet of yellow paper.

In beginning the interview:

In conducting the interview:

In recording the interview:

Day 2 Task

Directions: Imagine that your research topic is on people’s devotion to the Black Nazarene in Quiapo Church. You have decided to conduct fieldwork and observe the novena which happens every Friday. You went to the church, explored its outside surroundings, went inside, and sat in one of its pews. What do you think will you see in the scene? What will you observe? Write your ideas in one-half crosswise.



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LESSON 12

TOPIC: Analyzing Qualitative Data and Interpretation of Quantitative Data

- Processing Data During Data Collections
- Interpreting Quantitative Data

As data come in, you need to analyze them to keep the focus of your research, determine emerging themes and patterns, unveil possible answers that address your research questions, and take note of data gaps. If analysis is not done, you may end up with a mountain of data that are repetitive and scattered.

Here are few tips on analyzing data during the data collection phase of your research:

- Review your research questions. Recall what type of information you need to tackle your research questions (Patton, 1980). By refocusing on you research questions, you deliberately choose to “narrow down” your data collection to the most critical aspects. You still try to get detailed and rich data but only those that are relevant to your research topic. On the other hand, if you found out that there are still some unanswered research questions, then you can simply take note to include those in your next fieldwork or interview.
- Go back to the purpose of the study. The type of data you will gather will depend on your purpose. Check your data if they are addressing the purpose.
- Plan your data collection sessions according to what you find in previous observations. Review your field notes and see which interesting topics need to be pursued further.
- Look again at the questions in your interview guide in your field notes. Determine which of these have yielded significant insights and may be further elaborated.
- Test your ideas on patterns and themes you have determined in your fieldwork with your research participants
- Be careful not to allow your initial interpretations to color the succeeding data collection steps. Try to look for alternative explanations, and other aspects that can invalidate your assumption.
- As you see some patterns in your fieldwork and review the documented interviews (Merriam 1900) suggests to start looking into the literature about these it as it may help you in analysis.
- Explore metaphors, analogies, and concepts as these will help you better understand and describe the phenomenon under study.

Lincoln and Gubba propose four theoretical guidelines in determining when to end the data collection phase:

- Exhaustion o sources – After talking to you key informants for several times and interview your research participants on a variety of occasions, you may feel that you have gained a lot of insights from them already. Similarly, they may also feel that they have shared enough of their experiences to you as well, making the interaction seem redundant and irrelevant.
- Saturation of categories – this means that your observations and interviews yield little new information anymore.
- Emergence of regularities – this means that you can see that similar data continue to emerge in your different interviews and observations in the field.
- Over-extension – this means that although new information are revealed, they are very different from your determined themes and patterns and contribute little to finding new ones.

Here is the sample table template of how data can be organized according to research questions and respondents:

	Respondent 1	Respondent 2	Respondent 3
Research question 1			
Research question 2			

Interpreting Quantitative Data

Discussions will focus on the explanations of the collected numerical data. The approach involves deductive method as it focuses on theory testing and hypothesis testing. In quantitative survey results, variables are set of categories or codes of data with assigned numerical values relating to one information. Thus, in a questionnaire that asks (male, female), the variable being sought is gender variable. The different variables associated with quantitative measures are the nominal, interval, ordinal, and ratio. Each can be used with different techniques in different ways. Your role is to present a summarized data to facilitate understanding.

It is easy to gather data from respondents when questionnaires are provided with questions or statements and response choices with instruction to make judgement about each item. These response choices (Matthews, et. al 2007), summated rating scales (Johnson, 2000) or rating scales are also called Likert scales. The Likert scale is composed of multiple items that are designed to measure the same idea or construct.

Below are examples of response categories for rating scales (Johnson, 2000), using 4 points (see Column B) and 5 points rating scale (Column A, C, and D). These are just few of the commonly used rating categories for adjectival interpretation.

	A. Agreement		B. Belief		C. Frequency		D. Probability
5	Strong Agree	4	Definitely true	5	Very often	5	A lot more likely
4	Agree	3	Probably true	4	Fairly often	4	Somewhat more likely
3	Neutral	2	Probably false	3	Seldom	3	No difference
2	Disagree	1	Definitely false	2	Hardly ever	2	Somewhat less likely
1	Strongly disagree			1	Never	1	A lot less likely

The use of multiple ratings provide more reliable scores to a bigger participants for one time collection. The results/ answer derived quantitatively will attempt to confirm the questions/problems sought early on in the study. With the use of adjectival/rating scales, finding in statistical reports are given appropriate meanings.

Interpretation Related to the Statement of the Problem

To interpret the data generated by a survey questionnaire let us cite from an actual study conducted to demonstrate interpretation of data related to one of the specific problems in the study. An excerpt from the study conducted by Bohan (2013) illustrates this concern.

Table 1 presents answer to the problem:

What is the level of writing proficiency of students?

Now examine Table 1 and read what the table conveys. It identifies the level of proficiency among students learning Chinese language. The writer of the paper discussed each context and not merely stating it but is analyzing and interpreting it as well.

Presented in Table 1 is the result of the writing test given to the students in a Chinese class.

Table 1
Students' Writing Proficiencies

Contexts	Mean	Standard Deviation	Adjectival Rating
Context	3.39	0.49	Level 3 Good to Average
Organization	2.15	0.79	Level 2 Fair to poor
Vocabulary	1.54	0.50	Level 1 Very poor
Language Use	1.72	0.45	Level 1 Very Poor
Context	1.54	0.50	Level 1 Very poor
Composite Mean	2.06	0.68	Level 2 Fair to Poorpp

Legend:

- 4 Excellent to Very Good – Level 4
- 3 Good to Average – Level 3
- 2 Fair to Poor – Level 2
- 1 Very Poor – Level 1

Table 1 shows the students' writing proficiencies in five areas.

In terms of Context, (\bar{x} =3.39), it shows that the students are Good to Average in the area of context, which means that they have some knowledge of the subject and their knowledge of the subject matter is in the adequate range.

In terms of Organization (\bar{x} =2.15), the students are Fair to Poor in the area of organization which means that they are non-fluent and their ideas are confusing and disconnected.

In terms of Vocabulary (\bar{x} =1.54), the students are very poor in the area of vocabulary which means that they are doing essentially translation; they have little knowledge of Chinese vocabulary.

Language Use (\bar{x} =1.72), the students are Very Poor in the area of Language Use which means that they virtually have no mastery of sentence construction rules.

Lastly. In terms of Mechanics (\bar{x} =1.54), the students are very poor in the area of mechanics which means that they have no mastery of conventions of the Chinese language.

Now, let us look at another study, that of Umagat (2014) showing interpretation of the findings from the study supported by literature searched.

Table 2 shows the perception of pupil-respondents on the effect of teacher/school expectation on their academic performance.

Table 2
Extent of Factors Influencing Academic Performance in Terms of Teacher/School Expectation

Teacher/School Expectation	Mean	SD	Verbal Interpretation
Teacher sets high expectation	2.936	1.219	Great Extent
Teacher adjust standards to level of pupils	2.744	1.032	Great Extent
Teacher ensures that pupils know their expectations	2.650	1.092	Great Extent
Teacher does not set standard	2.654	1.268	Great Extent
Teacher believes in the potentials of pupils	2.733	1.181	Great Extent
Composite Mean	2.781	.684	Great Extent

Legend: Very Great Extent = 3.50 – 4.00; Great Extent = 2.50 – 3.49; Slight Extent = 1.50 – 2.49; None at all = 1.00 – 1.49

The table is revealing the fact that teacher/school expectations greatly influence the academic performance of the students, based on the composite mean value of 2.781 with corresponding standard deviation of .684. Pupil respondents are close their perception on teachers' high expectations. This result affirms Lynch's expectation theory (2011) focusing on how teacher treat students. Teachers often expect less from students of certain, ethnic, and cultural backgrounds. When teachers expect students to perform poorly, they approach teaching in ways that align with their low level of expectations.

Reference:

- Almeida, A.B., Gaerlan, A.A, & Manly, N.E. (2016). *Research Fundamentals From Concept to Output: A Guide for Researchers & Thesis Writers*. Quezon City: Adriana Publishing Co., Inc.
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LESSON 12 TASKS

Individual Task

Day 1 Task

Directions: Imagine that you have started your data collection process. You have been to the field, interviewed people in the research site, participated in some of their activities, and written your field notes including points concerning methods, as well as descriptive and analytic notes. What do you think will be the dangers or risks if you do not analyze data during the data collection? Jot down your ideas in one half crosswise.

Day 2 Task

Direction: Prepare an analysis and interpret. Write your answer in one-half crosswise.

In a taste test conducted on new 3-in-1 coffee products being developed, the hypothesis test yield the following result.

t-value =1.372 with a corresponding p-value =1.013 at 0.05

Prepare an analysis and interpret.
