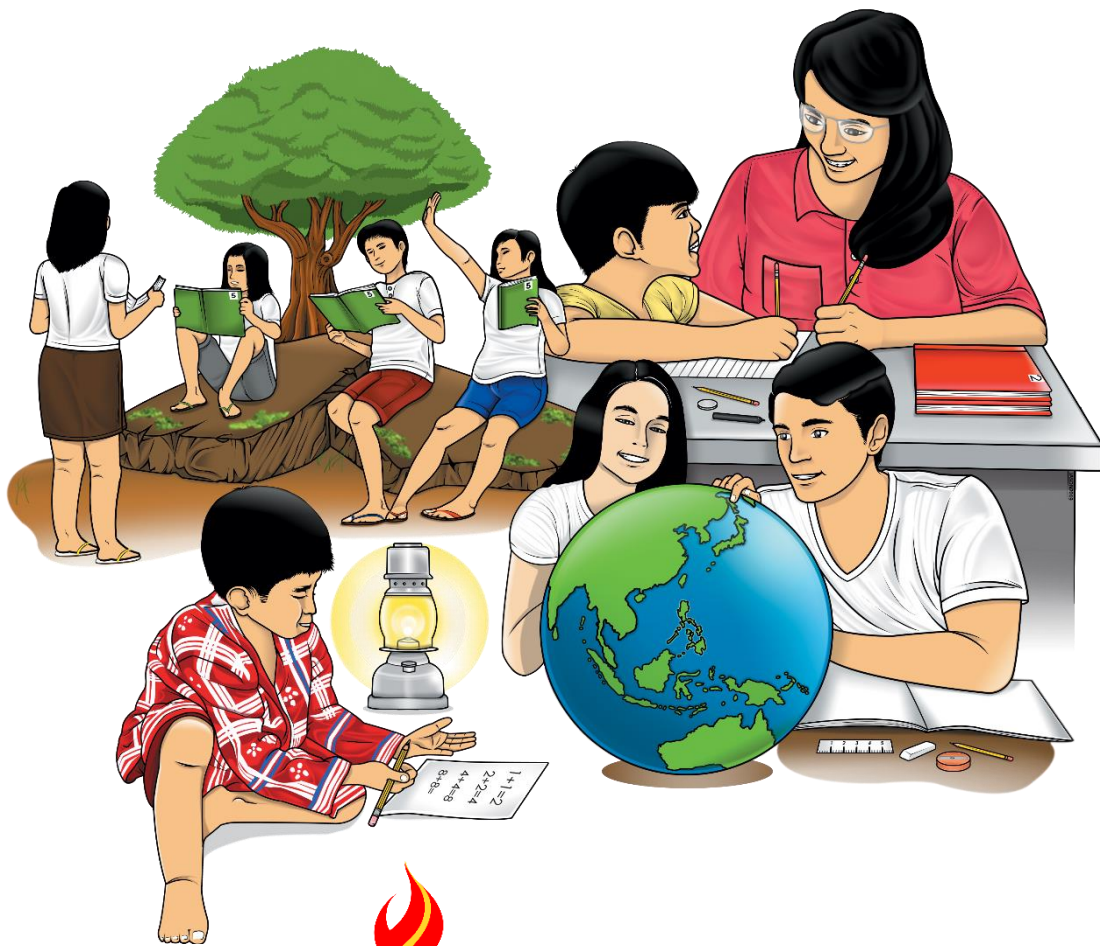


Senior High School

Practical Research 1

Quarter 2 - Module 6: Analyzing The Meaning of The Data and Drawing Conclusion



**Practical Research 1 – Senior High School
Alternative Delivery Mode
Quarter 2 – Module 6: Reporting and Sharing the Findings
First Edition, 2019**

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Published by the Department of Education
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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Senior High School

Practical Research 1

Quarter 2 - Module 6:

Analyzing The Meaning of The Data and Drawing Conclusion

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Hi young researcher! Do not worry for the end of the tunnel is almost in sight! You may have asked yourself, “So what now? What will I do with these interviews and observations?” This module is your answer. It will help you weed out the important information that you got during your data collection or as they say, “Find the needle in the haystack.” However, I would like to remind you that there will be several outputs required of you at the end.

In this lesson, you will learn how to collect and analyze data by using a certain method and to gather varied perceptions from different people. Through all these diverse opinions coming from a set of people, you will discover a certain idea or pattern governing the entire data collected. Geared toward a common theme, idea, or pattern, the collected facts and information can guarantee evidence-based conclusions. Factual data and logically collected ones are meaningful data to yield valid and credible conclusions (Baraceros, 2016, 121).

Learning Objectives

After studying this chapter, you are expected to:

- infer and explain patterns and themes from data (**CS_RS11- IVd-f-2**), and
- relate the findings to pertinent literature (**CS_RS11- IVd-f-3**).



What I Know

Before moving on the next part of this module, complete the following statements by choosing from the given options.

1. What is the scientific investigation of phenomena which includes collection, presentation, analysis and interpretation of facts that lines an individual’s speculation with reality?
A. Research
B. Qualitative Research
C. Quantitative research
D. Scientific method
2. Which of the following is the first step in formulating a Qualitative research title?
A. Concept Making
B. Citing a Problem
C. Formulation of Ideas
D. Reading Journal Articles 1
3. What kind of question should Qualitative Research start with?
A. Do or Does
B. Does or Did
C. Is or Are
D. Why or How
4. What kind of research is used to quantify attitudes, opinions, behavior, and other defined variables and generalize results from a larger population?
A. Research
B. Qualitative Research
C. Quantitative Research
D. Scientific Method

5. What kind of Qualitative Research is emphasized of this title “Understanding Addiction: A Study of Adolescent Drug-users”?
 - A. Case Study
 - B. Content Analysis
 - C. Ethnography
 - D. Phenomenology

6. This kind of Qualitative Research refers to a particular group in which it reveals the nature or characteristics of their own culture through the world perceptions of the cultural group’s members.
 - A. Content Analysis
 - B. Case Study
 - C. Ethnography
 - D. Historical Research

7. This kind of Qualitative Research involves a long-time study of a particular person in psychology, medicine, and education. It seeks to find answers to why such things occur to the subject.
 - A. Content Analysis
 - B. Case Study
 - C. Ethnography
 - D. Historical Research

8. Which of the following is most appropriate to a qualitative approach?
 - A. Describing the relationship between students’ math attitudes and their math achievement
 - B. Describing the effect on students’ achievement of creating a student/centered assessment environment.
 - C. Identifying the characteristics that differentiate students who dropout of high school from students who do not drop out.
 - D. Understanding what is like to work in a school that is changing the decision-making process from a top-down, administratively driven model to a bottom-up, teacher/driven model

9. Ethics in research ensure that participants have informed consent. Which of the following actions is the best example of informed consent?
 - A. talking to him or her privately
 - B. surprising him or her with questionnaire
 - C. writing him or her a letter
 - D. Taking his or her picture

10. Confidentiality of a participant is best exemplified in which of the following actions?
 - A. Asking the participants to write his or her name in the questionnaire
 - B. Not mentioning his or her name in the Participants of the Study Section
 - C. Introducing himself or herself in an interview
 - D. Taking his/ her picture and placing it in the appendix

Source: <https://www.scribd.com/document/442916189/PRACTICAL-RESEARCH-1>. END OF PRE-TEST

Lesson

1

INFER PATTERNS AND THEMES FROM THE GATHERED DATA



What's In

In the previous lesson, you have learned how you can collect information for your research topic, covering the steps to define data and making a research design. Now, you are ready to gain more knowledge about doing research. Before we go further, perform first the activity below.

Directions: Rearrange the jumbled letters to form a concept about data collection and analysis procedure.

1. It is a set of procedures and methods that is used to collect and analyze measures of the variables given in the objectives. **(GESDIN CEHERSAR)**
2. It is a program, person, or event in a defined time frame. **(DATSEYCUS)**
3. It is a list of names which shows the characteristics of the target population. **(MAPSGL IN TUAOQ)**
4. It involves a study of a certain cultural group to get information about its characteristics and group activities. **(THAGYONERPH)**
5. It is conducted in a step-by step process through systematic methods and procedures. **(LEMDACOHIT)**

Now, you are ready to proceed to the next lesson.



What's New

THE PATTERN, THEME, and CODE

A code in qualitative inquiry is most often a word phrase which symbolically defines a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. This data can compose of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail and correspondence. While a pattern is something that happens in a regular and repeated way. A theme is generated when similar issues and ideas expressed by participants within qualitative data are brought together by the researcher into a single category or cluster. There are two strategies on how to infer data. These are thematic analysis and qualitative data analysis (QDA). But we will focus on thematic analysis.

There are 6 steps in thematic analysis. We will discuss in detail in each step.

1. **Familiarization with the data:** This phase involves reading and re-reading the data, to become immersed and intimately familiar with its content.
2. **Coding** - this phase involves generating succinct labels (codes) that identify important features of the data that might be relevant to answering the research question. It involves coding the entire dataset, and after that, collating all the codes and all relevant data extracts, together for later stages of analysis.
3. **Searching for Themes.** This phase involves examining the codes and collated data to identify significant broader patterns of meaning (potential themes). It then involves collating data relevant to each candidate theme, so that you can work with the data and review the viability of each candidate theme.
4. **Reviewing themes.** This phase involves checking the candidate themes against the data set, to determine if they tell a convincing story of the data, and one that answers the research question. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded.
5. **Defining and naming themes.** This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the “story” of each. It also involves deciding on an informative name for each theme.
6. **Writing Up.** This final phase involves weaving together the analytic narrative data and extracts and contextualizing the analysis in relation to existing literature.

Here is an example of a transcribed result of an interview conducted in Clarin National High School to displaced learners during the Marawi siege. They were able to come up with varied themes depending on the question asked. This is a result based on a one-on-one interview.

VERBATIM	TRANSLATION	THEME
<p>1. I.Paano ka nkarecover sa nangyari sa Marawi</p> <p>P: Para sa akin, nakaricover rako sa nangyari sa Marawi.Magmula nung tumira kami dito sa Auntie ko, mas napalapit kami sa isa't isa nasabay din sa pamumuhay dito.</p>	<p>I.How did you recover after the siege?</p> <p>P: For me, I have recovered from what happened in Marawi ever since we started to live in my auntie because we became closer, and we started to get used to the way of living here.</p>	RECOVERED
<p>2.I. May nagbago ba sa pamilya ninyo magmula nung nangyari yun?</p> <p>P: Oo, kasi nagka hiwa hiwalay kaming pamilya nang dahil doon.</p>	<p>I.Is there any changes in your family ever since that happened?</p> <p>P: Yes, my family got separated because of what happened</p>	SEPARATION



What Is It

In this lesson, the next task expected of you is to analyze data carefully. For most researchers, this is the heaviest task, but it is the most fulfilling. Qualitative data analysis is an ongoing and cyclical process which includes identification, examination, and interpretation of certain patterns and themes in the data. It determines how these patterns and themes help answer the research questions.

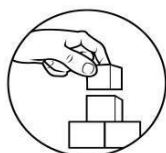
This part will guide you on how to make this task easy. Below are the processes in doing a qualitative analysis.

1. Know your data. Reread your written observations, relisten the audio recorded interviews, or rewatch the movie or clip.
2. **Focus your analysis.** Focus yourself on consistent and or varied responses. For example:
your research question is, “Why are some high school students sometimes late for school?” Common responses would be school’s distance, waking up late, tons of chores prior to going to school, sleeping late, etcetera.
3. **Do coding.** Always consult your research questions or you might end up coding unnecessary information. Coding is simply categorizing the data and reducing them.
4. **Clean your data.** Go through your data once more if there are data errors.
5. **Identify meaningful patterns and themes.** Identifying meaningful patterns and the theme is the heart and soul of the entire qualitative data analysis. In this stage, you can look at the data
6. **Interpret your data.** After analyzing, coding, and organizing the data, identifying the patterns and themes, you are now ready to interpret your data. In interpreting the data, you will synthesize your tables to a paragraph.

Here is another example of a transcribed result of an interview during the Marawi siege. They were able to come up with varied theme depending on the questions asked. This is a result based on one-on-one interview.

VERBATIM	TRANSLATION	THEME
I: Para sayo, may nagbago ba? P: Para sa akin,hindi. Kasi mas lumakas yung pananampalataya ko sa Panginoon.	I: How about you, there any changes? P: For me, it’s no, because my faith in God became even stronger	STRONG FAITH
I: Anong natutunan mo matapos ang nangyari?	I: What have you learned after what happened?	NOT NEGLECTING

VERBATIM	TRANSLATION	THEME
P: Yung natutunan ko ay,kahit nasa Christian area ka,wag mo dapat kalimutan ang relihiyon mo at ang mga praktiks niyo sa relihiyon	P: I have learned that, even though you're in a non-Muslim area, you shouldn't neglect the practice of your religion	THE CULTURAL PRACTICE
I: Paano mo matutulungan yung mga katulad mong nakaranas ng hirap? P: Gusto kong tulungan sila sa pamamaraan natulungan silang maghanap ng trabaho para mkapagsimula ulit sa pamumuhay nila.	I: How would you help those people who are also experiencing the same? P: I want to help them find a job so that they can start their life over again.	OFFER THEME A JOB



What's More

Extracted from an unpublished research paper conducted by Ms. Cristy Dablo of the Division of Misamis Oriental is the narrated experience of teenagers realizing the inevitable pregnancy. The research is entitled, "TEENAGE PREGNANCY AND ITS INTERVENTIONS: MINIMIZING FUTURE RISKS AMONG HIGH SCHOOL STUDENTS".

There were three central themes which emerged based on the interviews with the five (5) respondents experiences that cherished relationships as substantial and tough acquisition of love in the acceptance of being pregnant at an early age towards successful adjustment. The three central themes are the following:

(1) Life' turning point: a baby bump, (2) role changing: new set of responsibilities, and (3) Glint of hope: a blessing in disguise.

Choose which themes best fit each table.

Table 1: Experiences knowing that you are pregnant Theme: _____

R1	<p>"Kanang nahadlok ko kay basin di ko pananagutan sa akong uyab,pero mas nahadlok ko nga basin dili madawat sa akong ginikanan samot na nga dili sila ganahan sa ako uyab"</p> <p><i>{I'm afraid that my boyfriend won't carry the responsibility, but I am more afraid of my parents not accepting me for they don't like my boyfriend}</i></p>
R2	<p>"Nahadlok ko gayon ga to the point nga ngplano ko nga ipalaglag ang bata nga naa sa ako tiyan tungod ky wala nay ginikanan na akong madoulan sa akong pagburos og ngplano pod ko maghikog na lng".</p> <p><i>{I am so afraid and reach to the point of aborting the baby's life inside my tummy,since I don't have the parents to turn to. With that, I planned to commit suicide.}</i></p>

In Table 2 and Table 3, choose which theme that best fit either (1) life's turning point; a baby bump, (2) role changing: new set of responsibilities, and (3) glint of hope: a blessing in disguise.

Table 2: Adopting your life knowing that you are pregnant Theme: _____

R1	<p>“Karon ky ok na kayo ko, naa akong pamilya nga nagsupport og alaga sa akoo”.</p> <p><i>{Today I am much okay. I have my family that supports and take care of me}.</i></p>
R2	<p>“Karon na feel nako ang support sa akong pamilya. Ila kong gialagaan kay unsaon paman daw nila og kasuko kung naana. Karonginatabngan ko nila maamunsaon pag maanak na baby”.</p> <p><i>I now felt the support of my family. They take care of me coz how are they going to get angry when it's already. For now, they're helping me to prepare for the coming of the baby}</i></p>

Table 3: The present condition Theme: _____

R1	<p>“Dako gayod kayo ang kabag ohan labi na mglaag kay buntis bya, sige rakatulgon and tapulan na mglakaw lakaw, na ana laing obligasyon ang baby sa tyan”</p> <p><i>{A lot of changes happened especially roaming around oops I'm pregnant, always sleepy and lazy to walk around, have an obligation on the baby in my tummy}</i></p>
R2	<p>“Nag attempt kopaglaglag sa bata kay nglibog ko unsaon nibut a friend nag ingon na ayaw kay bunga na sainyong love and a blessing kay dili mkaanak”</p> <p><i>{I attempted to abort the baby for I got confused on this, but a friend told me not to do it for this is the fruit of your love and a blessing since not all can bear a child}</i></p>



What I have learned

Using the ideas presented above, you can now start working with your research questions by using thematic analysis. You may start with one informant only. Using five questions you may use this format.

Verbatim	Translation	Theme
Interviews Question (1)		
Participants Answer (P)		



What I can do

Complete the table. Think of possible preset codes/categories/themes for the given questions.

Area of Focus	Codes/Categories/ Themes
1. What is the consumers and vendors perception on the NO PLASTIC POLICY in Cagayan de Oro City?	
2. What is the response of chain-smokers on the No Smoking Ordinance in the Province?	
3. What is the most common reason for Students who enrolled in the Open High School?	
4. How effective is the Policy on Wearing School Uniform?	

Lesson

2

RELATING THE FINDINGS TO ITS RELEVANT LITERATURE



What's In

Concluding qualitative research needs the researcher to recall more thoroughly the problem statement, objectives, and results and findings of your analysis and how they connect and organize together. The aim is to integrate them to come up a comprehensive, logical, and smart answer or explanation to the research question. Research conclusion has its important roles and purpose in a research study. These are commonly elaborated as the following: a) it stresses out the importance of the thesis statement, b) it gives the written work a sense of completeness, c) it leaves a final impression to the readers and d) it demonstrates good organization.

Conclusions are inferences, deductions, abstractions, implications, interpretations, general statements and/or generalizations based upon the finding. It should appropriately answer the specific questions raised at the beginning of the investigation in the order that they are given under the statement of the problem. When making the conclusion in qualitative research, it should be drawn from the patterns and themes. Patterns and themes that were extracted from the real-life experiences. In vanManen's point of view, conclusions can be best illustrated in literary works as poem, quote, and/ or songs as it conveys emotions like making metaphors. Through metaphor like results can go beyond a descriptive synthesis of data.

Strategies or tips to writing conclusions:

1. Write in a manner that is comfortable to you and edit while writing.
2. Write to be understood. Do not write to impress or to sound smart. Avoid highfalutin words to replace the common but clearer ones.
3. Write from an objective distance. Remember that you are writing a formal academic paper.
4. Write in a fresh new style. In concluding your qualitative research, you are supposed to present a new knowledge after all.
5. Conclusions should be formulated concisely, that is, brief and short, yet they convey a meaningful and logical argument. It is important that conclusions have a conceptual significance and can imply, indicate, or chart future research directions.

In the previous lesson, you have learned how to interpret data, group similar responses into categories and identify themes for easier data analysis. Now, you are ready to report or share your findings of your research to its relevant literature. Before we go further, perform first the activity below.

Directions: Complete the following table with ideas indicated by the headings.

KEY WORDS	INFORMATION	MEMORY CLUES (Sentence that express your experiences about the key term)
1. pattern		
2. code		
3. themes		
4. Thematic Analysis		



What's New

Comparison of Findings with Related Literature

In this lesson, you will compare your results or findings with the existing knowledge. Since you already know how to infer and explain patterns and themes from data, you will now proceed to relate your research findings with pertinent literatures. It is one of the most important features in doing a qualitative research and how you will compare the context with its existing knowledge. The discussion of your research findings should not only limit in the summary of the results you have found but it should also include original thinking or novelty. It must be well organized, broad in scope as you relate its findings to pertinent literature.

Activity 1: Read the poem. Carefully read and analyze the themes where the poem has been crafted.

Match the themes on the poem, and then answer the following question:

1. Identify which stanza and line does each theme belongs?
2. How does it feel after reading the poem?

Life Challenges

Life is a challenge we all walk for
 Just like water flows in the river
 The way we make it depends on us
 With a negative thought to positive push

Life is a challenge we should cherish
 We all end for days, months, or years
 Role shift, adopt a new to live for more
 Reestablish life quest to care forever more

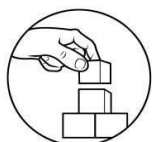
Life is a challenge to be with families
 To be with, to share with friends in all ages
 Accept all the life has to offer
 Successfully adjust to live happier.



What Is It

Direction: For this activity, you will refer your answer to the given poem above. To do this, simply read and analyze the contents of the poem. Write all your answers on the table provided below.

Themes	Stanza and Line Number
1. My Existence with Love of Family and Friends	
2. The Role of Having More	
3. Life so Fast Making It Easy Is Not that Easy	
4. Accept All that Life has to Offer	
5. Struggles, Learning Lesson to Happiness	



What's More

Activity 2. Do the following directions: Analyze the themes formulated from the patterns of the findings in the previous chapter. Craft your own conclusion as introduced by vanMannen (poem, quote, and/ or song).

Themes	Conclusion
1. Turning Point: A Baby Bump!	
2. Role Changing: New Set of Responsibilities	
3. Glint of Hope: A Blessing in Disguise	



What I have learned

Sample interpretation of data using the extracted table from the unpublished research paper of Ms. Cristy G.Dablo, entitled, “TEENAGE PREGNANCY AND ITS INTERVENTIONS: MINIMIZING FUTURE RISKS AMONG HIGH SCHOOL STUDENTS.”

Table1: Experiences knowing that you are pregnant

R1	<p>“Kanang nahadlok ko kay basin dili ko panagutan sa akong uyab,pero mas nahadlok ko nga basin dili madawat sa akong ginikanan samot na nga dili sila ganahan sa akong uyab”.</p> <p>{I’m afraid that my boyfriend won’t carry the responsibility,but I am more afraid of my parents not accepting me for they don’t like my boyfriend}</p>
R2	<p>“Nahadlok kog ayo nga to the point nga nagplano ko nga ipalaglag ang bata nga naa sa ako tyan tungod ky wala nay ginikanan na akong maduolan sa akong pagburos og ngplano podkomaghikog na lang”.</p> <p>{I am so afraid and reach to the point aborting the baby’s life inside my tummy,since I don’t have the parents to turn to. With that, I planned to commit suicide.}</p>
R3	<p>“Kada gabiiko maghilak kay gahuna huna kung unsaon nako pgsulbad ani nga problema.Gusto nako ipalaglag ang bata ky dili pa ko ready nga mahimong inahan.”</p> <p>{I cried every night, thinking on how to solve the problem. I wanted to abort the child for lam not ready to become a mother}</p>
R4	<p>“Pagkabalo nako na buros murakog na down og ayo tungod kay ga overthink kog ayo sa mga possible nga mahitabo og wala pod ko kabalo unsa akong buhaton.Mas samot ko nahadlok unsaon pag atubang sa problema nga na buros ko sa sayo nga pangidad.”</p> <p>{As soon as I know that I’m pregnant, I felt so down because I overthink of possibilities and do not know what to do}</p>
R5	<p>“Nahadlok ko...kay maulawan akong pamilya. Naghunahuna ko nga dili padayun ang akong gidala. Ug siguro magpalayu na lng,mu undang ug eskwela.Nawad-an kog paglaum sa akong kinabuhi tungud ani nga bata.”</p> <p>{I’m afraid...because I put shame on my family. I thought of aborting my baby inside my tummy. I want to stay away from them, I want to stop schooling. I lost hope in my life because of the baby.}</p>

Interpretation for Table 1:

All the respondents’ responses were about fear, worries, and apprehensions. Table 1 showed the emotions that respondents felt knowing that they were pregnant at an early stage. Three (3) directly blurted out the feeling of fear and the rest indirectly said. Fear on how the parents reacted to the shame they brought up, fear of hopelessness that the baby shuttered their future dreams, fear on how they raise the child knowing that they are incapable of supporting themselves. The fear felt push to worry, apprehend and think of worst deed to abort the child.

Using the same data extracted table from the unpublished research paper, identify the row which of the following interpretation best describe.

Interpretation A: Row # _____

Most (3 out of 5) of the respondents were worried much for they do not know what to do with the situation. The role changing happened due to physical changes of the body and the thought of having another life put themselves in a dilemma of additional responsibility, yet they are too young, incapable of supporting oneself and financially dependent from parents for their studies. Since the partner also do not have the capability to handle the responsibility, for they are still young to think of, some got separated leaving the teenage mother to take all the responsibilities. Though parents felt bad, they still accepted and no other choice but to help the teenage pregnant mother.

According to Bandura as stated by Cherry (2011) acceptance is an important stage in the process to reach the goal of successful adjustment. People with a strong sense of self efficacy: view challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, from a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments.

Interpretation B: Row # _____

Majority (3 out of 5) of the respondents felt much better as their parents accepted the fact of being pregnant at an early stage despite the drama of the situation. The table above showed the acceptance of having a baby, role changes to self and new responsibilities made the respondents happy towards adjustment. According to Anonuevo, C.A. as stated by Natividad et., al (2005), family is still the primary source of care. The family is very important in the care of adolescents. Though the family is facing many changes and challenges, it continues to have the responsibility of taking care of each member's needs. Such relationships of close family ties cherished older person to adjust situations of life successfully.



What I can do

Provide the required information below. Refer to your proposed research study. (Answer may vary)

Name: _____ Date: _____

RESEARCH ACTIVITY: ANALYZING QUALITATIVE DATA

1. Proposed research: _____

2. Conduct an interview using the guide questions you formulate from unstructured Interview to start coding and identifying themes and categories.

3. Write examples of transcript derived from the interview:
Question: _____

Interviewee 1: _____

Interviewee 2: _____

Interviewee 3: _____

4. Based on the transcripts, what code can be formulated?

5. What themes did you identify? _____

6. What categories emerged from the analysis? _____

7. What level of interpretation will you apply to your findings? Provide a sample opening paragraph below.



Assessment

Directions: Encircle the letter of the correct answer.

1. A qualitative research involves data.
A. numerical
B. Non numerical
C. categorical
D. statistical
2. It is a document review that is used as a method of data collection.
A. written report
B. oral presentations
C. minutes of the meeting
D. notebook

3. It is a word or short phrase to represent subjective data.
 - A. code
 - B. pattern
 - C. theme
 - D. data

4. The tendency in qualitative research to derive a complex array of data from a variety of sources, using variety of methods is termed as.
 - A. triangulation
 - B. bricolage
 - C. cross tabulation
 - D. confirmability

5. This is a process of analyzing data by grouping them according to themes.
 - A. content analysis
 - B. thematic analysis
 - C. recursive abstraction
 - D. computer assisted data analysis

6. It is a detailed description of the setting or individuals followed by analysis of the data for themes or issues.
 - A. grounded theory
 - B. thematic analysis
 - C. phenomenological research
 - D. case study

7. The characteristics of good research that any conclusion drawn is based upon hard evidence gathered from information collected from real life experience or observation is.
 - A. rigorous
 - B. empirical
 - C. systematic
 - D. critical

8. Which of the following data collection techniques is not applicable for qualitative research?
 - A. interviews
 - B. questionnaires
 - C. observations
 - D. focus group

9. It refers to codes that are formulated by the researcher based on his or her knowledge through the reviewed literatures.
 - A. predefined code
 - B. emergent code
 - C. defined code
 - D. Pre-emergent code

10. It is a part of data analysis where comprehensible statements are included after analyzing and synthesizing the patterns and categories that are derived from the findings.
 - A. presentation of the data
 - B. analysis
 - C. interpretation
 - D. Discussion

11. It is a part of data analysis, where the knowledge and logical understanding is required, and the important data are given enough attention as it will be the basis of the results of the study.
 - A. presentation of the data
 - B. interpretation
 - C. analysis
 - D. discussion

12. It is a part of data analysis, that showcases the data for easy understanding of the reader, and it can be displayed through tables, diagrams or other figures to easily understand.
 - A. presentation of the data
 - B. analysis
 - C. interpretation
 - D. discussion

13. It involves the identification, examination, and interpretation of patterns and themes in textual data.
- | | |
|-------------------------------|----------------------|
| A. quantitative data analysis | C. content Analysis |
| B. qualitative data analysis | D. thematic Analysis |
14. The research considers the protection of research participants by obtaining approval from participants through voluntary written consents.
- | | |
|---------------------|----------------|
| A. Validation | C. Reliability |
| B. Informed consent | D. Interview |
15. If a researcher works at a cafeteria, and observes the waiters, this is an example of
- | | |
|----------------|--------------------|
| A. observation | C. focus group |
| B. interview | D. document review |

- END OF POST-TEST -



Additional Activities

Read the text below and provide the required information.

International Headlines 3.0 Exploring Youth-Centered Innovation in Global News Delivery.

Traditional news media must innovate to maintain their ability to inform contemporary audiences. This research project analyzes innovative news outlets that have the potential to draw young audiences to follow global current events. On February 8, 2014, a Pew Research Center Poll found that 52 percent of Americans reported having heard little or nothing about the anti-government protests in Egypt. Egyptians had been protesting for nearly two weeks when this poll was conducted. The lack of knowledge about the protest was not a result of scares media attention. In the United States, most mainstream TV news sources (CNN, FOX, MSNBC, and ABC) ran headline stories on the protests. Sparked by an assignment in International Reporting J450 class, we selected 20 innovative news outlets to investigate whether they are likely to overcome the apparent disinterest of Americans, particularly the youth, in foreign news. Besides testing those news outlets for one week, we explored the coverage and financing of these outlets, and we are communicating with their editors and writers to best understand how and why they publish as they do. We will evaluate them, following a rubric, and categorize them based on their usefulness and effectiveness.

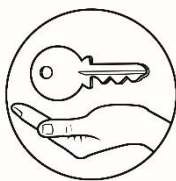
1. Summary of Findings:
 - a. Objective of the study:

 - b. Nature and size of the sample:

 - c. Locale of the study:

 - d. Main problem:

2. Conclusion (Imagine a plausible result of the study and write a sample conclusion for it.)



Answer Key

- Pretest**
1. A.
 2. B.
 3. D.
 4. C.
 5. A.
 6. C.
 7. B.
 8. D.
 9. C.
 10. B.

LESSON 1: Infer Patterns and Themes from the Gathered Data

<p>Table 1: Experiences knowing that you are pregnant Theme: <u>A glint of hope: a blessing in disguise.</u></p>	<p>Table 2: Adopting your life knowing that you are pregnant Theme: <u>Role Changing: New Set of Responsibilities</u></p>
<p>Table 3: The present condition Theme: <u>Life's turning point; a Baby Bump</u></p>	

What I Can Do

Area of Focus	Codes/Categories/ Themes
1. What is the consumers and vendors perception on the NO PLASTIC POLICY in Cagayan de Oro City?	No Plastic Policy
2. What is the response of chain-smokers on the No Smoking Ordinance in the Province?	No Smoking Ordinance
3. What is the most common reason for Students who enrolled in the Open High School?	Enrollment about Open High School
4. How effective is the Policy on Wearing School Uniform?	School Uniform

LESSON 2: Relating the Findings to Relevant Literatures

KEY WORDS	INFORMATION	MEMORY CLUES
1. pattern	A repeated decorative design	I stared at a flower pattern on the wall.
2. code	A system of words or letters	The message was sent in code as yellow coin YC.
3. themes	Topics or ideas	I choose color paste / violet and light gray with the theme being hearts and the flowers
4. Content Analysis	Coding the data	I use content analysis to code my subjective data
5. Thematic Analysis	Analyzing the data	I use thematic analysis to analyze my subjective data

What's New

<p>1. Stanza 1, 2, and 3</p> <p>2. Inspired and motivated despite life challenges</p>

What is It

Themes	Stanza and Line Number
1. My Existence with Love of Family and Friends	Stanza 3 / Line 9
2. The Role of Having More	Stanza 2 Line 7
3. Life so Fast Making It Easy Is Not that Easy	Stanza 1 Line 1
4. Accept All that Life has to Offer	Stanza 3 Line 11
5. Struggles, Learning Lesson to Happiness	Stanza 3 Line 12

What's More

Activity 2:

Themes	Conclusion
1. Turning Point: A Baby Bump!	Life so Fast Making It Easy Is Not that Easy
2. Role Changing: New Set of Responsibilities	The Role of Having More
3. Glimp of Hope: A Blessing in Disguise	Accept All that Life has to Offer

What I Have Learned

<p>Interpretation A: Row # 2& 3</p> <p>Interpretation B: Row # 4 & 5</p>
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15. D
14. B
13. C
12. D
11. B
10. B
9. C
8. D
7. C
6. B
5. C
4. C
3. D
2. A
1. C
Post Test

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