

# Qualitative Data Analyses

## Stating the problem and choosing the approach

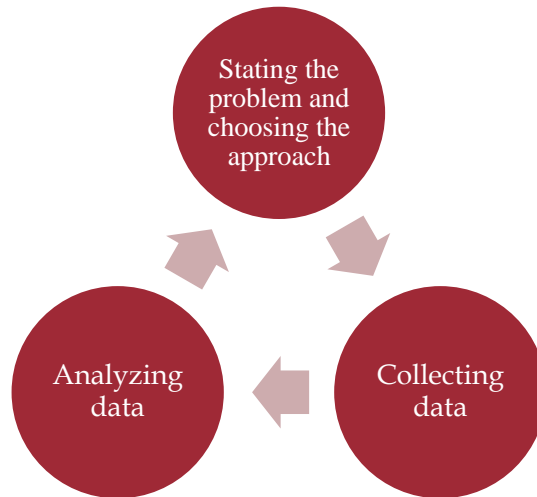
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## Parallels between Qualitative Research and Sport Psych Consultancy

Qualitative Research	Sport Psych Consultancy
You have to understand the setting	You have to understand the setting
You need to make sure that participants trust you	You need to make sure that participants trust you
You need to understand the participants' perspective	You need to understand the participants' perspective
You need good listening and questioning skills	You need good listening and questioning skills

## QR Phases



## Things to remember...

### Quantitative approach

- ▣ Seeks to confirm hypotheses about phenomena
- ▣ predicts and controls, probability & is outcome based

### Qualitative approach

- ▣ Seeks to explore, understand, describe phenomena
- ▣ understands the lived experience of people

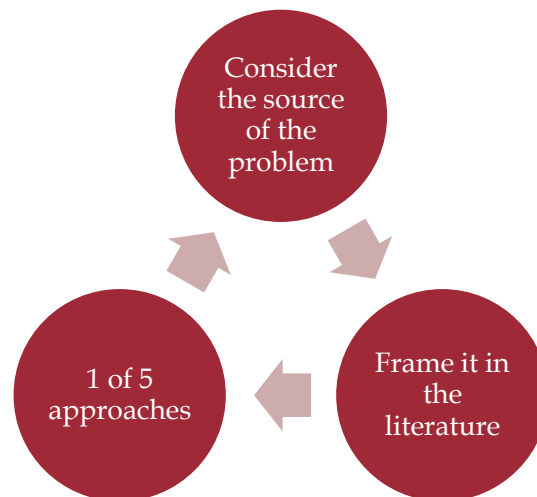
## The research problem

- ▣ 'Research Problem' or 'Need for the Study'
- ▣ Provides a rationale of need for studying the particular issue
  - Why is this study needed?

To establish the need of the study...

1. you consider the source of the problem
2. you frame it within the literature
3. Foreshadow the text for 1 of the 5 approaches

To establish the need of the study...



## 1. The source: Where do we find Research problems?

- ▣ In personal experience with an issue
- ▣ A job related problem
- ▣ An adviser's research agenda
- ▣ The scholarly literature
- ▣ It is very important to provide a rationale, a reason for studying the problem
- ▣ The strongest rationale comes from literature
  - *A need exists to add of to fill the gap in the literature or to provide a voice for individuals not heard in the literature*

### **USUALLY NOT FOUND IN STUDENTS' ASSIGNMENTS/THESIS**

## An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices?

- ▣ To establish the need of the study...
  1. you consider the source of the problem

The present study was designed to explore factors perceived as stressors in training and competition, across sports coaches in Greece, and whether a variation in coaching experience differentiated the stress experience. ...
  2. you frame it within the literature
 

Interestingly in qualitative studies exploring athletes' stress, the participants systematically report the coaches and the coaching behaviors/styles as sources of stress [e.g., 3, 5, 7, 8]. In view of the fact that of the most well researched and applied topics in sport psychology are stress and anxiety and aiding athletes in alleviating, managing, handling them; it seems ironic when the people who are actually there to solve problems and to support the athletes the most, all at once become sources of stress for them.
  3. Foreshadow the text for 1 of the 5 approaches

## An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices? CONT'D

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|--|--|
| <ul style="list-style-type: none"> <li>▣ To establish the need of the study...           <ol style="list-style-type: none"> <li>1. <a href="#"><u>you consider the source of the problem</u></a></li> <li>2. you frame it within the literature</li> <li>3. Foreshadow the text for 1 of the 5 approaches</li> </ol> </li> </ul> | <p>“The coaches could do with some psychological counseling as well. The coaches need to take advantage of the sport psychologist and the resources that we have available themselves to deal with the stress, because there’s a lot of stress placed on them. Their jobs are on the line. The coaches need to learn to deal with those added pressures of the Games and they need to keep things in perspective as well.” (Gould et al., 2001, p. 32)</p> |
|--|--|

## 2. The literature: Where our problem stands in it?

How much of literature review is needed before the study begins?

- ▣ So much literature review that you can
  - Provide the rationale for the problem
  - Position your study within the ongoing literature about the topic

## An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices?

- ▣ To establish the need of the study...
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  3. Foreshadow the text for 1 of the 5 approaches

As Fletcher and Scott [1] wrote in their recent review of the literature on sport coaches' stress, the multidimensional job demands appear to produce stressors associated with several coaching aspects and coaches' stress needs to be monitored and addressed. Still, details on coaches' stress experiences in specific conditions are missing in the literature: like, how does coaching experience influence the stress experience or are coaches stressed by different things in training and competition? The purpose of the present study was to explore factors perceived as stressors across coaches and provide raw data on the question posed above. A qualitative phenomenological approach was used and coaches with different levels of experience from various sports were invited to help us learn.

### 3. Foreshadow 1 of the 5 Qualitative approaches? (Creswell, 2010)

<i>Characteristics</i>	<i>Narrative Research</i>	<i>Phenomenology</i>	<i>Grounded Theory</i>	<i>Ethnography</i>	<i>Case Study</i>
Focus	Exploring the life of an individual	Understanding the essence of the experience	Developing a theory grounded in data from the field	Describing and interpreting a culture-sharing group	Developing an in-depth description and analysis of a case or multiple cases
Type of Problem Best Suited for Design	Needing to tell stories of individual experiences	Needing to describe the essence of a lived phenomenon	Grounding a theory in the views of participants	Describing and interpreting the shared patterns of culture of a group	Providing an in-depth understanding of a case or cases
Discipline Background	Drawing from the humanities including anthropology, literature, history, psychology, and sociology	Drawing from philosophy, psychology, and education	Drawing from sociology	Drawing from anthropology and sociology	Drawing from psychology, law, political science, medicine
Unit of Analysis	Studying one or more individuals	Studying several individuals that have shared the experience	Studying a process, action, or interaction involving many individuals	Studying a group that shares the same culture	Studying an event, a program, an activity, more than one individual

## Foreshadow 1 of the 5 Qualitative approaches? Narrative Research

### Narrative Research

- ▣ ...a spoken or written text giving an account of an event/action or series of events/actions chronologically connected (Czarniawska, 2004)
- ▣ Focusing on studying one or two individuals gathering data through the collections of their stories, reporting individual experiences and chronologically ordering the meaning of those experiences

## Foreshadow 1 of the 5 Qualitative approaches? Narrative Research

### Types of Narrative Research

- ▣ Biographical study
- ▣ Life history
- ▣ Oral history

## Foreshadow 1 of the 5 Qualitative approaches? Phenomenological Research

### Phenomenological Research

- ▣ Describes the common meaning for several individuals of their lived experience of a concept or phenomenon
- ▣ Phenomenologists focus on describing what all participants have in common as they experience a phenomenon

## Foreshadow 1 of the 5 Qualitative approaches? Phenomenological Research

### Types of Phenomenological Research

- ▣ Hermeneutical phenomenology
  - Research oriented towards lived experience
- ▣ Psychological phenomenology
  - Interpretations of the researcher of the experiences of participants



Foreshadow 1 of the 5 Qualitative approaches?  
Grounded Theory Research

- ▣ To move beyond description and to generate or discover a theory, “ a unified theoretical explanation” for a process or an action.
- ▣ Theory development is generated by the data from participants who have experienced the process

Foreshadow 1 of the 5 Qualitative approaches?  
Ethnographic Research

Ethnographic Research

- ▣ An ethnography focuses on an entire-culture shaping group
- ▣ The researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs and language of a culture-sharing group.
- ▣ Often through Participant Observation

Foreshadow 1 of the 5 Qualitative approaches?  
Ethnographic Research

Types of Ethnographic Research

- ▣ Realist Ethnography
- ▣ Critical Ethnography

Foreshadow 1 of the 5 Qualitative approaches?  
Case Study Research

- ▣ Case study research involves the study of a case within a real-life contemporary context or setting
- ▣ The investigator explores a real-life bounded system (a case) over time, through detailed in-depth data collection involving multiple-sources of information

## Foreshadow 1 of the 5 Qualitative approaches? Narrative Research

### Narrative Research Example

- ▣ **Migrating cyclists and identity reconstructions: Two tales, of living and parting the dream. Diakaki, Chroni, & Goudas, in press**

#### Outline

- Sport labor migration – how it has been approached
- Psychological view on migration – reference to identity and narrative
- 3 paragraphs: Presenting research on psych aspects of migration – **linking with the focus on self**
- Why self-identity needs to be studied
- Studies on self-identity (narrative self-identity)
- Conceptual framework of the study – **leading to purpose of the study**

## Foreshadow 1 of the 5 Qualitative approaches? Phenomenological Research

### Phenomenological Research Example

Brymer & Schweitzer (2012). Extreme sports are good for your health: A phenomenological understanding of fear and anxiety in extreme sport. Journal of Health Psychology

#### Outline

Extreme sports: What

Unique characteristics

Why people participate – older frameworks

Pitfalls of previous research –

**Funneling & Narrowing**

Fear and anxiety in extreme sports –

**Spotting Inconsistencies**

Purpose of the study & Justification of Approach

## Foreshadow 1 of the 5 Qualitative approaches? Grounded Theory Research

### Grounded Theory Research Example

Holt & Dunn (2004). Toward a grounded theory of the psychosocial competencies and environmental conditions associated with soccer success. Journal of Applied Sport Psychology.

#### Outline

- Talent in different areas and the contribution of sport psych
- Approaches to “talent” – Leading to talent development
- Research on talent development and elite athletes
- Comment on talent research – pointing to the need of the study
- Specific need and purpose of the study – Approach

## Foreshadow 1 of the 5 Qualitative approaches? Ethnographic Research

### Ethnographic Research Example

Wangstaff, Fletcher, Hanton, 2012. Positive Organizational Psychology in Sport: An ethnography of organizational functioning in a National sport organization. Journal of Applied Sport Psychology.

#### Outline

- **Position of the study in the literature**
- **Factors affecting athletic excellence - Leading to organizational structure**
- **Positive factors leading to organisational outcomes**
- **Positive sport organizational psychology - purpose of the study**

## Foreshadow 1 of the 5 Qualitative approaches? Case Study Research

### Case Study Research Example

Camire, M., Trudel, P., & Bernard, D. (2013). A case study of a high school sport program designed to teach athletes life skills and values. *The Sport Psychologist*, 27, 188 - 200.

#### Outline

- ☐ Organised sport can teach life-skills and values. With these terms we mean...
- ☐ However, sport may also have negative results such as
- ☐ To ensure positive results researchers have created sport programs such as....
- ☐ However, implementation of these programs presents problems
- ☐ There is a diversity of sport-development programs
- ☐ What research tells us about school based sport development programs
- ☐ What is missing from research in this topic
- ☐ Why this study would examine ice - hockey
- ☐ Why this study employs a case-study methodology

### **Common in the 5 papers**

- Gradual funneling/narrowing
  - Justification of the study/advancing literature
  - Arguing why the qualitative approach chosen fits with the purpose of the study
  - Focusing on a specific concept/perception
- **Make sure these appear in your assignment**

## Introduce the problem in a way that foreshadows 1 of the 5 approaches

Approach	Example of intro statement...
Narrative study	...how individual stories need to be told to gain personal experience about the research problem
Phenomenological study	...how we need to know more about a particular phenomenon and the common experiences of individuals with the phenomenon
Grounded Theory study	How we need a theory that explains a process because existing theories are inadequate, non-existent for the population or need to be modified
Ethnographic study	How it is important to describe and interpret the cultural behavior of a certain group or how a group is marginalized and kept in silence
Case study	How the study of a case can help inform the research problem

### An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices?

- ▣ To establish the need of the study...
  1. you consider the source of the problem
  2. you frame it within the literature
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As Fletcher and Scott [1] wrote in their recent review of the literature on sport coaches' stress, the multidimensional job demands appear to produce stressors associated with several coaching aspects and coaches' stress needs to be monitored and addressed. Still, details on coaches' stress experiences in specific conditions are missing in the literature: like, how does coaching experience influence the stress experience or are coaches stressed by different things in training and competition? The purpose of the present study was to explore factors perceived as stressors across coaches and provide raw data on the question posed above. A qualitative phenomenological approach was used and coaches with different levels of experience from various sports were invited to help us learn.

## The purpose of Statement

- ▣ The interrelationship between design and approach continues with the purpose of statement.
- ▣ A statement provides the major objective, intent, road-map to the study.

### An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices?

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| <ul style="list-style-type: none"> <li>▣ Example of a statement</li> <li>▣ <a href="#">Example of script by Creswell (2007)</a></li> </ul> <p>"The purpose of this ... (1of 5) study is to ... (understand/ describe/ develop/ discover) the .... (central phenomenon) for ..... (the participants) at ... (site).</p> | <p>The purpose of the present study was to explore factors perceived as stressors across coaches and provide raw data on the question posed above. A qualitative phenomenological approach was used and coaches with different levels of experience from various sports were invited to help us learn.</p> |
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## What goes in the purpose statement?

- ▣ The writer identifies the specific qualitative approach by mentioning its name
  - This foreshadows the data collection, analysis, and report writing
- ▣ Encodes the passage with words that indicate action and the focus of the approach to research
- ▣ Identifies the central phenomenon, the concept explored or examined
- ▣ Foreshadows the participants and the site of study
- ▣ Some also suggest adding a definition of the central phenomenon

## Examples of words & approaches

<i>Narrative</i>	<i>Phenomenology</i>	<i>Grounded Theory</i>	<i>Ethnography</i>	<i>Case Study</i>
<ul style="list-style-type: none"> <li>• Narrative study</li> <li>• Stories</li> <li>• Epiphanies</li> <li>• Lived experiences</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Phenomenology</li> <li>• Describe</li> <li>• Experiences</li> <li>• Meaning</li> <li>• Essence</li> </ul>	<ul style="list-style-type: none"> <li>• Grounded theory</li> <li>• Generate</li> <li>• Develop</li> <li>• Propositions</li> <li>• Process</li> <li>• Substantive theory</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnography</li> <li>• Culture-sharing group</li> <li>• Cultural behavior and language</li> <li>• Cultural portrait</li> <li>• Cultural themes</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Bounded</li> <li>• Single or collective case</li> <li>• Event, process, program, individual</li> </ul>



## The Research Question

- ▣ Some times the problem, research question and purpose statement are interweaved.
- ▣ Four types of central Questions
  - Exploratory – to investigate a phenomenon little understood
  - Explanatory – to explain patterns related to phenomenon
  - Descriptive – to describe the phenomenon
  - Emancipatory -to engage in social action about the phenomenon

### An example--Coaches' Stressors: Do More- and Less-Experienced Ones Come across Stress Differently in Games and Practices?

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|---|--|
| <ul style="list-style-type: none"> <li>▣ Example of Research Q</li> <li>▣ Qualitative questions are           <ul style="list-style-type: none"> <li>▪ Open-ended</li> <li>▪ Evolving</li> <li>▪ Non-directional</li> <li>▪ Restate the purpose of study in more specific terms</li> <li>▪ Start with words like How and What</li> <li>▪ Are few in number</li> </ul> </li> </ul> | <p>How does coaching experience influence the stress experience?</p> <p>What stresses coaches in training and competition?</p> |
|---|--|

## Subquestions

- ▣ Small number of sub-questions follow the central question
- ▣ Types of sub-questions
  - Issue sub-questions
    - address the major concerns and perplexities to be resolved
    - Take the phenomenon under the central question and break it down to subtopics for examination
  - Topical sub-questions (--Procedural--)
    - Call for information needed for description of the case
    - They outline the procedure to be studied

### Example of sub-questions (Gritz, 1995)

- ▣ Central Q
  - What does it mean to be a professional teacher?
- ▣ Issue S-Q
  - What do professional teachers do?
  - What don't professional teachers do?
  - What is difficult or easy about being a professional teacher?
  - How and when did you first become aware of being a professional?
- ▣ Procedural S-Q
  - What are the structural meanings of teacher professionalism?
  - What are the underlying themes and contexts that account for this view of teacher professionalism?
  - What are the universal structures that precipitate feelings and thoughts about teacher professionalism?

## Hands on exercise

- ▣ Make up some sub-questions for the central questions
  - How does coaching experience influence the stress experience?
  - What stresses coaches in training and competition?

In groups  
of 2

### Sub-questions for...

How does coaching experience influence the stress experience?  
Are coaches stressed by different things in training and competition?

- Have you ever experienced stress as a coach? Tell me about it.
- Have you ever experienced stress related to: the media; travel; lack of administrative support; communication with athletes; recruiting; lack of financial support; lack of social support? Tell me about it.
- What stands out as the most stressful part of your job?
- In what ways has your experience with stress changed from when you first started coaching?

## Let's do it--Approach your assignment or your thesis Qualitatively

1. Identify a 'Research Problem' or 'Need for such Study'
2. Think of a rationale of need for studying the particular issue--Why is this study needed?
3. Try to establish the need of the study...
  - i. considering the source of the problem
  - ii. framing it within the literature
  - iii. Foreshadowing for 1 of the 5 approaches
4. State the purpose of your study
5. Establish your research question
  - i. Set some sub-questions