Inquiries, Investigation and Immersion

Quarter 2- Module 6: Finding the Answers to the Research Questions (Qualitative)
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Inquiries, Investigations, and Immersion
Quarter 2 – Module 6:
Finding the Answers to the Research Questions (Qualitative)

This Instructional material is collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments and recommendations to the Department of Education at action@deped.gov.ph

We value your feedback and recommendations.

Department of Education ● Republic of the Philippines
To the student:

Building up on the competencies that you gain from your Practical Research I and II, this module aims to further enhance your critical thinking and problem solving skills. This module specifically guide and focused on qualitative data.

In working with your research paper, you may be now in the situation where you have carried out 6 focus group discussions, transcribed several interviews or graphed data on surveys but then are not sure what to do with the mass pages of notes you collected during the process. Did you highlight the most relevant notes or did you save them whole notes?

After gathering data for your research, what is the next thing that comes to your mind? Are there patterns, connections and relationships? These questions might help you to uncover the underlying concept in research once data is collected.

This module will guide you to find answers to your research questions. After gathering data it will be analyzed with intellectual honesty using suitable techniques. Data analysis is how researchers go from a large-scale data to meaningful understanding. There are many different data analysis methods, depending on the type of research.
What I need to know

This module contains some activities that can guide you on the appropriate method analysis of data obtained, interpretation and presentation of results (if applicable).

This module has two lesson lessons in qualitative data analysis:

- Data Analysis method
- Interpretation of Data

After going through this module, you are expected to:

1. Identify Different method in Analyzing Data
2. Analyze Data
3. Interpret Data

How to learn this module

GENERAL INSTRUCTIONS

To attain the goals of this module, please do the following:

a. Take your time to read and understand the concepts in this module
b. Follow the instruction carefully in every given task
c. Answer all the given tests and exercises
d. Present an output in every performance task given
e. Familiarize yourselves with the given terms
What I know

As an initial activity, you will be assessed on your prior knowledge about finding the answers to the research questions. This is to find out what are the things you need to learn more about the subject matter.

Multiple Choice: Encircle the letter of the best answer

1. Which method of data analyses used to analyze documented information in the form of texts, media, or even physical items characteristics?
   A. Content  
   B. Grounded Theory  
   C. Narrative  
   D. Thematic

2. Which statement pertains to thematic analysis of data?
   A. It involves looking at each case narratively  
   B. It is used in conjunction with other methods  
   C. It shows the main themes that summarizes all the views collected  
   D. It enables one to focus on human behavior in an indirect way by analyzing their communication.

3. It is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee following a structured guidelines or pointers.
   A. Individual Interview  
   B. Observation  
   C. Questionnaires  
   D. Vlog

4. Which of the following best describes qualitative data analysis?
   A. It is an awkward, haphazard process.  
   B. It begins after all data has been collected  
   C. It builds from abstraction to specific, concrete examples.  
   D. It is ongoing, cyclic process integrated into all phases of research

5. Which of the following is not included in qualitative data preparation and analysis?
   A. Getting familiar with the data  
   B. Revisiting research objectives  
   C. Identifying patterns and connection  
   D. Describing relationship between two variables

6. It refers to using qualitative data to explain why a certain phenomenon happened by studying a variety of similar cases in different setting and using the data to derive causal explanations.
   A. Content Analysis  
   B. Discourse Analysis  
   C. Grounded Theory  
   D. Framework Analysis.
7. It is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions.
   A. Content  C. Narrative
   B. Grounded Theory  D. Thematic

8. It a step in qualitative analysis of data which simply means converting all the data into a text format by either exporting the data into a spreadsheet or manually typing in the data or choose from any of the computers assisted qualitative data analysis tools.
   A. Arranging data  C. Validating Data
   B. Coding Data  D. Setting a Code to the Data Collected

9. Which of the following is not included in the main stages of thematic analysis?
   A. Coding the data  C. Identify themes
   B. Summarize data  D. Develop a coding scheme

10. Which of the following does NOT describe qualitative data interpretation?
    A. It must also be remembered that interpretation does not necessarily depends on the point of view of the researcher
    B. Interpretation of findings is making sense of the data collected, and an act to identify the lessons learned from the study
    C. Interpretation of qualitative findings is a process of intellectualizing beyond the emerging themes to broader perspectives of the data
    D. In interpreting results, it is helpful to group similar responses into categories then identify usual patterns to derive meanings from what may seem unrelated and wordy responses

11. Which of the following does NOT describe a qualitative data?
    A. It uses statistical data
    B. Mostly non-numerical data like texts
    C. An exploratory way of finding the explanation of “how” and why of a certain event or phenomenon
    D. Collected through methods of observations, one-to-one interview, conducting focus groups and similar methods.

12. What step should not be followed in data interpretation?
    A. Think beyond the data
    B. Consider the data from various perspectives
    C. Disregard outlying data or data that seems to be exception
    D. Make visible the assumptions and beliefs that influence your interpretation

13. These are series of questions and other prompts for the purpose of gathering information from respondents.
    A. Questionnaires  B. Blog  C. Interview  D. Survey
For questions 14-15 Refer to the Table of Responses of Grade 11 Open High Learners in Bulua National High School when asked about their General Mathematics Subject.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kumusta man anginyong General Mathematics Subject?</td>
<td>“Medyo lisod ang uban excercises wala man gud lain textbook kami pa mangitauglaing resources.” “I find some exercises a little harder because we don’t have textbook”</td>
<td>LEARNING RESOURCES</td>
</tr>
<tr>
<td></td>
<td>“Pwed man ma research online ang mga topic pero wala free internet sa school.” “We can research online but we don’t have internet connectivity”</td>
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<tr>
<td></td>
<td>“Wala mi libro sa balay para makareview.” “We don’t have books to review.”</td>
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<td></td>
<td>“Gusto ko magpatutor kang Mam pero maulaw ko mangutana sa klase.” “I want my teacher to tutor me but imashame in the class”.</td>
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<tr>
<td></td>
<td>“Unta manghatag si mam ug kopya sa iyang powerpoint.” “We want our teacher to give us a copy of powerpoint”</td>
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<tr>
<td></td>
<td>“Naa untay online tutorial.” “We want online tutorial”</td>
<td></td>
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<tr>
<td></td>
<td>“Kay qatrabaho man ko gamay ra akng time mag review sabalay.” “I have no time to review at home because im working”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Dugay nako nakaundang mao medyo lisod namakasabot.” “I find it hard to understand because I stopped schooling long time ago.”</td>
<td>SITUATIONS THAT HAMPER STUDENTS TO ACHIEVE LEARNING</td>
</tr>
<tr>
<td></td>
<td>“Kulang ra gyud ang isa ka adlaw nga Discussion sa kadaghan sa module.” “One day in a week is not enough to handle all the module”.</td>
<td></td>
</tr>
</tbody>
</table>

14. Which of the following statements does NOT belong to the theme Learning Resources?
   A. “I find some exercises a little harder because we don’t have textbook”.
   B. “We can research online but we don’t have internet connectivity”
   C. “We don’t have books to review.”
   D. “One day in a week is not enough to handle all the module.”

15. Which of the following is not among the theme of the Responses of Grade 11 Open High Learners in Bulua National High School when asked about their General Mathematics Subject?
   A. Learning Resources
   B. Students Preferences to achieve learning
   C. General Mathematics
   D. Situations that Hamper Students to Achieve Learning
A research following a qualitative approach is an exploratory way of finding the explanation of “how” and why of a certain event or phenomenon. Qualitative data is using mostly non-numerical data like texts, videos, and peoples written or spoken words. We can gather data from simple interviews transcripts, documents, blogs, observations, survey, and focused group discussion using a specific structure or unstructured guides.

Terms to remember:

**Individual interview** is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee following a structured guidelines or pointers. As a researcher you can ask simple to complex questions which are useful for exploring an individuals beliefs, values, understandings, feelings, experiences and perspective of an issue.

**Questionnaires** are series of questions and other prompts for the purpose of gathering information from respondents.

In **Observation**, a group or single participants are manipulated by the researcher, for example, asked to perform a specific task or action. Observations are then used made for their user behavior, user processes, workflow, etc. either in a controlled situation example in the laboratory or in a real world situation example in the classroom. It deals with actual encounter with respondent particular activities of the day.

**Surveys** can be open or close-ended questions.

**Themes** are idea or categories that emerge from grouping of lower-level data points

**Coding** are process of attaching labels to lines of text so that the researcher can group and compare similar or related pieces of information

**Qualitative Data Analysis (QDA)** is the range of process and procedures whereby we move from the qualitative day that have been collected and procedures where by we move from the qualitative data that have been collected in to some form of explanation, understanding or interpretation of the people and situations we are investigating.
Review on Qualitative and Quantitative Data

Read the following statement and decide if it is an example of Qualitative or Quantitative data. Write your answer on the line before each number.

1. The cake recipe requires 3 cups of flour.  
2. The shelf life of the Papaya Pickle is 3 days.  
3. The temperature of the oven increased by 8°C.  
4. The cloth of our table napkin feels rough.  
5. The fish ball tastes sour.  
6. One of the welding rod measures 9 cm long.  
7. The mass of the computer is 2.5 kg.  
8. Opening the wine bottle makes a loud pop sound.  
9. Leonora earned 95% on her Math quiz.  
10. The pastry in the canteen smells sweet.

Review of Qualitative Data

List 10 qualitative data that you use in your research paper or that might be used in a research paper.

<p>| | |</p>
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<tbody>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
There are some common ways to analyze qualitative data. These are content analysis, discourse analysis, grounded theory, narrative, and thematic analysis. But in this module you will just focused on thematic analysis which will deal with how to develop a coding theme.

**Content analysis**
This is one of the most common methods to analyze qualitative data. It is used to analyze documented information in the form of texts, media, or even physical items. When to use this method depends on the research questions. Content analysis is usually used to analyze response from interviewees.

**Discourse analysis**
Like narrative analysis, discourse analysis is used to analyze interactions with people. However, it focuses on analyzing the social context in which the communication between the researcher and the respondent occurred. Discourse analysis also looks at the respondent’s day-to-day environment and uses that information during analysis.

**Grounded theory**
This refers to using qualitative data to explain why a certain phenomenon happened. It does this by studying a variety of similar cases in different settings and using the data to derive causal explanations. Researchers may alter the explanations or create new ones as they study more cases until they arrive at an explanation that fits all cases.

**Narrative analysis**
This method is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions.

**Thematic Analysis**
In a thematic analysis of qualitative data, the researcher looks across all the data to identify some recurring issues. Main themes that summarize all the views collected can be derived from these issues. The main stages of thematic analysis are as follows:
A. Read and annotate transcript.
B. Identify themes
C. Develop a coding scheme
D. Coding the data
Read and annotate transcript.

In this stage, as a researcher you can have a feel for the data because primary observations are provided. However, an overview of the data cannot be achieved in this early stage.

Identify themes.

In this stage, you can look at the data in details to identify themes. In each transcript, you may note at the outset what the interviewee is trying to impart in his/her responses. It is suggested that these themes must be enumerated and notes be made as abstract as possible.

What is It

Here is an example of a transcribed result of an interview conducted in Bulua National High School to displaced learners 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

<table>
<thead>
<tr>
<th>INFORMANT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBATIM</td>
</tr>
<tr>
<td>I: Paano ka nakarecover sa nangyari sa Marawi</td>
</tr>
<tr>
<td>P: Para sa akin, nakarecove rako sa nangyari sa Marawi. Magmula nung tumira kami dito sa Auntie ko, mas napalapit kami sa isa't isa at nasanay din ako sa pamumuhay dito.</td>
</tr>
<tr>
<td>I: May nagbago ba sa pamilya ninyo magmula nung nangyari yun?</td>
</tr>
<tr>
<td>P: Oo, kasi nagkahiwa hiwalay kaming pamilya nang dahil doon.</td>
</tr>
<tr>
<td>I: Na apektuhan ba ang culture ng mga Maranao?</td>
</tr>
<tr>
<td>P: Oo, kasi unti-unti nang nagagay ng mga maranao yung gawain ng mga Christian tulad ng pakikipagrelasyon at hindi narin pagsuot ng kumbong</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Verbatim</th>
<th>Translation</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewees Question (I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants Answer (P)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What's More**

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.
Identifying Theme

If your research topic is using qualitative data, utilize the data you gather to develop and identify theme. Otherwise, choose a topic relevant to your research and conduct an interview using the interview protocol you learned in Practical Research 1. Follow the format of transcript of informant below. You may limit your questions up to 5 or depending on the need of your research.

Develop a coding scheme.

Initial themes can be collected to develop a coding scheme. This includes the enumerated themes and the codes applicable to the data. Each broad code have a number of sub codes. It is recommended to use a coding scheme as soon as initial data have been gathered.

Coding the data.

The next step is applying these codes to the whole data set. This can be done on either the margins of the transcripts or the statements in line. In an ideal setting, the whole set of data should be coded to ensure honest and exhaustive analysis.

There are six basic steps in coding data:

a. Get an idea of the entire set.
   After reading the transcriptions carefully, write down some ideas as they arise in the margins and transcription

b. Select one interesting document.
   Choose the shortest and perhaps the most interesting transcript, reread it and ask questions, “What is the respondent talking about?” Discern the underlying meaning and jot down in the margins of the transcript.

c. Start the document coding process.
   Divide the transcript into segments, put brackets in each of the segments, and give specific code to each phrase or word that exactly explains or describes the meaning of the text segment.

d. List all the code words.
   After coding the whole text, look for redundant codes by grouping the similar ones. Through this process, the list of codes can be reduced into a more manageable number. It is recommended to limit the
number of codes from the start of the process, so that it is easier to manage the reduction of code number.

e. Review the list against the data.
   Apply this preliminary organizing process to the same transcripts and find out if the new codes appear.

f. Categorize the codes for emerging themes or descriptions of the subject or setting.
   Themes or categories are the same codes combined together to identify major ideas in the data. Identify five to seven categories representing the most discussed responses of the subjects. These few themes will enable the researcher to write an in-depth information about a few themes, rather than a broad description about many themes.

What I can Do

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

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Codes/Categories/Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the consumers and vendors perception on the NO PLASTIC POLICY in Cagayan de Oro City?</td>
<td></td>
</tr>
<tr>
<td>2. What is the response of chain smokers on the No Smoking Ordinance in the Province?</td>
<td></td>
</tr>
<tr>
<td>3. How do you deal with bullies?</td>
<td></td>
</tr>
<tr>
<td>4. How effective is the Policy on Wearing School Uniform</td>
<td></td>
</tr>
<tr>
<td>5. What is the most common reason for Students who enrolled in the Open High School?</td>
<td></td>
</tr>
</tbody>
</table>
Additional Activities

Developing a Coding Theme

Using the questions in your research data use the following steps in developing a coding theme. Use the “How to Analyze Data and Use Codes or Categories” steps (Taylor-Powell and Renner 2003).

1. Get to know your data.
   Read your data very well and have a good grasp of the meaning that each statement tries to convey. Open-coding, the initial coding, is the process of examining data and finding themes that are apparent (Strauss and Corbin 1990).

2. Focus the analysis.
   Your participants might be giving pieces of information that are not related or significant to your present study. Be sure to identify and disregard them.

3. Review the purpose and go back to the research question.
   Always go back to the purpose of your study and your research questions. They will guide and help you identify what is important and they are your main guides in analyzing your data.

4. Identify themes or patterns.
   Use codes or labels, such as the one in the example given, during this process. Basically, we use labels or highlighter to identify themes or patterns. Your thorough understanding of your data will facilitate this process.

E. Ask team to analyze
   You can ask another person (your teammates) to reanalyze the data to make sure nothing is missed during the open-coding.

F. Organize themes into categories: preset or emergent
   Once codes have been identified, you can now organize them in tabular form

7. Identify patterns within and among categories.
   This is when you categorize patterns and themes that you have identified in your data. This is the final step. You can further streamline your categories by looking at those that you think could be combined to form just one category. Go back to your research questions. Those themes and patterns that your have identified are the answers to your research questions.
What’s More

Extracted from an unpublished research paper conducted by Ms. Cristy G. Dablo of the Division of Misamis Oriental are the narrated experiences 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 (C.R.Y.S.T.A.L) in the acceptance of being pregnant at an early age towards successful adjustment.

The three central themes are the following: (1) life's turning point: a baby bump, (2) role changing: new set of responsibilities, and (3) glint of hope: a blessing in disguise. Choose which theme best fit each table.

Table 1. Experiences knowing that you are pregnant

<table>
<thead>
<tr>
<th>Theme:</th>
</tr>
</thead>
</table>
| R1 | "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"  
(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) |
| R2 | "Nahadlok ko gayon ga to the point nga nagplano ko nga ipalaglag ang bata nga naa sa ako tiyan tungod ky wala nay ginikanan na akong maduolan sa akong pagburos og nag plano pod ko maghikog nalang."  
(I am so afraid and reach to the point aborting the the baby’s life inside my tummy, since I don’t have the parents to turn to. With that, I planned to commit suicide.) |
| R3 | "Kada gabii ko mag hilak ky gahuna-huna kung unsaon nako pagsulbad ani nga problema. Gusto nako ipalaglag ang bata ky dili pa ko ready nga mahimong inahan.”  
(I cried every night, thinking on how to solve the problem. I wanted to abort the child for I am not ready to become a mother) |
| R4 | "Pagkabalo nako na buros mura kog 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 na hadlok unsaon pag atubang sa problema nga na buros ko sa sayo ngapangidad.”  
(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) |
| R5 | "Nahadlok ko… kay maulawan akong pamilya. Naghunahuna ko nga dili ipadayun ang akong gidala. Ug siguro magpalayu nalang, mu undang ug eskwela. Nawad-an kog paglaum sa akong kinabuhi tungud ani nga bata.”  
(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.) |
Choose which theme that best fit Table 2.

(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>
<thead>
<tr>
<th>Theme</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Dako gayod kayo ang kabag ohan labi na maglaag kay buntis bya, sige ra katulgon and tapulan na maglakawlaqaw, na ana laing obligasyon ang baby sa tyen” {A lot of changes happened especially roaming around oppps I’m pregnant, always sleepy and lazy to walk around, have an obligation on the baby in my tummy}</td>
<td>“Nag attempt ko palaglag sa bata kay naglibog ko unsaon ni but a friend nag ingon na ayaw kay bunga na sa inyong love and a blessing kay dili tanan makaanak” {I attempted to abort the baby for I got confused on this but a friend told me not to doit for this is the fruit of your love and a blessing since not all are capable of bearing a child}</td>
<td>“Dili ko gusto na ilang hunahunaon na desperado na kayo ko nga babae so I tried to abort na nga sa akoa na part nga wala koy parents living alone og naa pa ni bata naaahhh I am not ready mahimong mama huhuhu pwede maghikog?” {I don’t want them to think that I am desperate woman, so itried to have an abortion for in my part living alone with no parents with this additional burden of naahhh I am not ready mom huhuhu can I commit suicide?}</td>
<td>“Naglisod gyud ko og adjust tungod sa akong sitwasyon karon halos kada gabii maghilak pero gikaya nako nga ginbugaton sa problem ani tungod gadala ko kinabuhi nga naa sa akong tyan, ginamotivate nako ang akong kaugalingon nga kaya nako ni malampasan ang tanan.” {I have difficulty adjusting because of this situation that I cried almost everynight but I bear the weight of such burden ‘coz I’m carrying life in my tummy, I motivated myself to surpass all}.</td>
<td>“Karon galisod gyud ko labi na nga nagbulag mi sa akong partner in crime, unsaon nako pagpadakoa sa umalabot nga bata, labina walay financial support from the said partner plus nieskwela pa ko og dili sapat ang financial na gihatag sa akong ginikanan.” {I am in difficulty since we just broke up with my partner in crime, how am I going raise my coming child more so that there’s no financial support from the said partner plus I am still in school and not enough financial support given by my parents}.</td>
</tr>
</tbody>
</table>
Choose which theme best fit Table 3.

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

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<tr>
<td><strong>Table 3. The present condition</strong></td>
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<tr>
<td>Theme:______________________________</td>
<td></td>
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</table>

| R1 | “Karon ky ok na kayo ko, naa akong pamilya nga nagsupport og gaalaga sa akoa.” |
|    | {**Today I am much okay. I have my family that supports and takes care of me.**} |
|    | {**I now felt the support of my family they take care of me., coz how are they going to get angry when it’s there already. For now, they’re helping me to prepare for the coming of the baby.**} |
| R3 | “Nagbasol ko? Oo kay ayha ra nako na realize nga sayop tong akong gihimo nga humana. Nasoko ko sa akong kaugalingon kay nagaapekto ko” |
|    | {**I regretted my decision? Yes coz I just realize that what I did is wrong and it’s done. I got angry to myself for I am affected of.**} |
| R4 | “Karon ky kontento nako sa akong kinabuhi kay naa sila mama para sa akoa, naa akong supportive na mga amigo.” |
|    | {**For now I am contented for what I have because parents were just there for me, and the presence of supportive friends.**} |
| R5 | “Karon ky maingon nakon ga dili pa gyud ko stable, financially ky wala gasustento akong uyab og parents, pero gapaningkamot ko para healthy si baby paggawas.” |
|    | {**Now I can say that I’m still not stable financially, since there’s no support from my boyfriend and parents. Though I tried so hard that my baby will be delivered healthy.**} |
INTERPRETATION OF QUALITATIVE DATA

Interpretation of qualitative findings is a process of intellectualizing beyond the emerging themes to broader perspectives of the data. In simple terms, interpretation of findings is making sense of the data collected, and an act to identify the lessons learned from the study. In interpreting results, it is helpful to group similar responses into categories then identify usual patterns to derive meanings from what may seem unrelated and wordy responses. This strategy is very important in making sense of the outcomes of focus group discussions and interviews. It must also be remembered that interpretation depends on the point of view of the researcher.

Some Qualitative Data Analysis and Interpretation Tips

The following are some tips in analyzing and interpreting qualitative data that can be helpful to beginning researchers:

• Consider the data from various perspectives. Whatever the research may be or whatever data have been collected, it is always best to ask what that data mean for readers.

• Think beyond the data. Make the most out of the data, neither too much nor too little. Ensure that the connection between or among the data sets and their interpretation are clear. Anchor all data interpretations on the research objectives.

• Make visible personal assumptions and beliefs or models that influence the interpretation, representing personal views of the world. These model are usually not carefully analyzed and may be below the level of understanding. If left unexamined, the assumptions and beliefs might lead to wrong interpretations. Think and reason our carefully. Individual or collective listing of assumptions about inquiry can be done.

• In some cases, outlying data or data that is different from others may be encountered and regarded accordingly. Consider to incorporate them in the analysis and interpretation data.

• Watch out for some data may come in surprise, contradictory or puzzling, because they usually lead to useful insights. They must also be given attention for an holistic interpretation of data.
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.”

<table>
<thead>
<tr>
<th>Table 1. Experiences knowing that you are pregnant</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 &quot;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&quot;</td>
</tr>
<tr>
<td><em>(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)</em></td>
</tr>
<tr>
<td>R2 &quot;Nahadlok kog ayo nga to the point nga nag plano ko nga ipalaglag ang bata nga naa sa ako tiyan tungod ky wala nay ginikanan na akong maduolan sa akong pagburos og nag plano pod ko maghikog nalang.&quot;</td>
</tr>
<tr>
<td><em>(I am so afraid and reach to the point aborting the the baby’s life inside my tummy, since I don’t have the parents to turn to. With that, I planned to commit suicide.)</em></td>
</tr>
<tr>
<td>R3 &quot;Kada gabii ko maghilak ky gahuna-huna kung unsaon nako pagsulbad ani ngaproblema. Gusto nako ipalaglag ang bata ky dili pa ko ready nga mahimong inahan.&quot;</td>
</tr>
<tr>
<td><em>(I cried every night, thinking on how to solve the problem. I wanted to abort the child for I am not ready to become a mother)</em></td>
</tr>
<tr>
<td>R4 &quot;Pagkabalo nako naburos mura kog 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 unason pag atubang sa problema nga na buros ko sa sayo nga pangidad.&quot;</td>
</tr>
<tr>
<td><em>(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)</em></td>
</tr>
<tr>
<td>R5 &quot;Nahadlok ko… kay maulawan akong pamilya. Nagahunahuna ko nga dili padayun ang akong gidala. Ug siguro magpalayu nalang, mu undang ug eskwela. Nawad-an kog paglaum sa akong kinabuhi tungud ani nga bata.&quot;</td>
</tr>
<tr>
<td><em>(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.)</em></td>
</tr>
</tbody>
</table>

**Interpretation for Table 1:**

All of 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 age. 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.
According to Enyegue (2004) teenagers raised in a culture where parents are really afraid to broach the topic to their kids are at risk of early pregnancy. With this, many teens worry about what their families will say when they find out that they are pregnant. So, they avoid telling their parents or someone else who might be able to help them find support. This delays their prenatal care, making the pregnancy even more risky for themselves and their baby. With that fear, abortion came to their thinking trying to solve the problem, facing the grim realities of teen pregnancy is not pleasant.

**What I can Do**

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

Interpretation A: Table # ____________

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, form a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments.

Interpretation B: Table # ____________

Majority (3 out of 5) of the respondents felt much better as their parents accepted the fact of being pregnant at an early age despite the drama of the situation. Table 3 showed that acceptance of having a baby, role changes to self and new responsibilities made the respondents happy towards adjustment with the help and support of parents and friends. Excitement of the coming of the baby is a blessing in disguise for the family and friends that somehow gave encouragement to the teenage mother to continue to take care and love and determined to continue their studies in preparation for the future of oneself and the baby.

A different way or process of adjustment, that starts with the sense of self of having an impact on life experiences, which somehow relationships of family, and friends have the influenced on how to undergo the process of adjustment. According to Añonuevo, 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 have Learned

1. Thematic, narrative, content, discourse and grounded theory are ways in analyzing qualitative data.

2. Data can be interpreted through extending the analysis by asking questions, linking results to personal experiences, asking for advice from teachers, contextualizing in the literature, and directing data interpretation using theory.

3. In interpreting data, it is important to group similar responses into categories and identify common patterns for easier analysis.

ASSESSMENT

Multiple Choice: Encircle the letter of the best answer

1. It is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions
   A. Content     C. Narrative
   B. Grounded Theory   D. Thematic

2. It a step in qualitative analysis of data which simply means converting all the data into a text format by either exporting the data into a spreadsheet or manually typing in the data or choose from any of the computers assisted qualitative data analysis tools.
   A. Arranging data     C. Validating Data
   B. Coding Data   D. Setting a Code to the Data Collected

3. Which of the following is not included in the main stages of thematic analysis?
   A. Coding the data     C. Identify themes
   B. Summarize data   D. Develop a coding scheme

4. These are series of questions and other prompts for the purpose of gathering information from respondents.
   A. Questionnaires     B. Blog     C. Interview   D. Survey.
5. Which of the following does NOT describe qualitative data interpretation?
   A. It must also be remembered that interpretation does not necessarily depend on the point of view of the researcher
   B. Interpretation of findings is making sense of the data collected, and an act to identify the lessons learned from the study
   C. Interpretation of qualitative findings is a process of intellectualizing beyond the emerging themes to broader perspectives of the data
   D. In interpreting results, it is helpful to group similar responses into categories then identify usual patterns to derive meanings from what may seem unrelated and wordy responses

6. Which of the following does NOT describe a qualitative data?
   A. It uses statistical data
   B. Mostly non-numerical data like texts
   C. An exploratory way of finding the explanation of “how” and why of a certain event or phenomenon
   D. Collected through methods of observations, one-to-one interview, conducting focus groups and similar methods.

7. What step should not be followed in data interpretation?
   A. Think beyond the data
   B. Consider the data from various perspectives
   C. Disregard outlying data or data that seems to be exception
   D. Make visible the assumptions and beliefs that influence your interpretation

8. It refers to using qualitative data to explain why a certain phenomenon happened by studying a variety of similar cases in different setting and using the data to derive causal explanations.
   A. Content Analysis   C. Grounded Theory
   B. Discourse Analysis   D. Framework Analysis

9. Which of the following is not included in qualitative data preparation and analysis?
   A. Getting familiar with the data
   B. Revisiting research objectives
   C. Identifying patterns and connection
   D. Describing relationship between two variables

10. Which method of data analyses used to analyze documented information in the form of texts, media, or even physical items characteristics?
    A. Content          C. Narrative
    B. Grounded Theory   D. Thematic
11. It is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee following a structured guidelines or pointers.
   A. Individual Interview  C. Questionnaires
   B. Observation  D. Vlog

12. Which statement pertains to thematic analysis of data
   A. It involves looking at each case narratively
   B. It is used in conjunction with other methods
   C. It shows the main themes that summarizes all the views collected
   D. It enables one to focus on human behavior in an indirect way by analyzing their communication.

13. Which of the following best describes qualitative data analysis?
   A. It is an awkward, haphazard process.
   B. It begins after all data has been collected
   C. It builds from abstraction to specific, concrete examples.
   D. It is ongoing, cyclic process integrated into all phases of research

14. Which of the following theme will best fit to the question “What is the most common reason for Students who enrolled in the Open High School?
   A. No Smoking Policy
   B. No plastics Policy
   C. Working Student
   D. No wearing of uniform

15. It is the range of process and procedures whereby we move from the qualitative data that have been collected and procedures where by we move from the qualitative data that have been collected in to some form of explanation, understanding or interpretation of the people and situations we are investigating.
   A. Qualitative Data Analysis
   B. Quantitative Data Analysis
   C. Interpretation of Data
   D. Data Gathering Method
References


Tabamo, Emily A., 2019. CoOl Mo-Learn (Collaborative Online MobileLearning): an Alternative Instructional Delivery in General Mathematics for Senior High Open High, unpublished action Research, Teaching Learning Category, Bulua National High School, Division of Cagayan de Oro City


http://onlineqda.hud.ac.uk/methodologies.php
PRE-TEST

1. A
2. C
3. A
4. B
5. D
6. C
7. C
8. B
9. B
10. A
11. A
12. C
13. A
14. D
15. C

POST-TEST

1. C
2. B
3. A
4. A
5. A
6. A
7. C
8. C
9. D
10. C
11. A
12. C
13. B
14. C
15. A

WHAT'S IN

| 1 | QUANTITATIVE |
| 2 | QUANTITATIVE |
| 3 | QUANTITATIVE |
| 4 | QUALITATIVE  |
| 5 | QUALITATIVE  |
| 6 | QUANTITATIVE |
| 7 | QUANTITATIVE |
| 8 | QUALITATIVE  |
| 9 | QUANTITATIVE |
| 10| QUALITATIVE |

WHAT I CAN DO

| INTERPRETATION A | TABLE # 2 |
| INTERPRETATION B | TABLE # 3 |
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