



Volume 1	Issue 3	March (2022)	DOI: 10.47540/ijqr.v1i3.448	Page: 196 – 200
----------	---------	--------------	-----------------------------	-----------------

## Data Presentation in Qualitative Research: The Outcomes of the Pattern of Ideas with the Raw Data

Aisha Ibrahim Ningi

Department of History and International Studies, Federal University Gashua, Nigeria

**Corresponding Author:** Aisha Ibrahim Ningi; Email: [aishatuindo@gmail.com](mailto:aishatuindo@gmail.com)

### ARTICLE INFO

*Keywords:* Credibility of the Data, Data Presentation, Qualitative Research, Raw Data.

*Received* : 13 February 2022

*Revised* : 11 March 2022

*Accepted* : 14 March 2022

### ABSTRACT

The data presentation is one of the segments of the methodology in every research depending on the approach. The methodology, therefore, refers to the design and the theory that underpins the research. The paper contained a detailed explanation of the steps taken from the researcher's interactions with the raw data and how such data was presented or analyzed. The data processing used observations, interviews, and audio recordings to have a balanced presentation. The pattern of ideas in data presentation involved familiarizing with the data to generate initial codes, searching for themes, defining and producing the report. Thus, the paper gives the reader a clear view of how qualitative data are presented and discussed with credibility. It is recommended that a researcher must rely on a wide range of sources of data that would help to produce an in-depth and holistic portrait of the participants' experiences.

### INTRODUCTION

This paper is an upshot of qualitative research earlier conducted which explored the influence of socio-cultural values on girl-child education in Yobe State. It offers a hands-on explanation of data presentation/analysis in qualitative research. It explores the different steps taken when reporting qualitative data and the depth of information makes it a valuable resource for any field in which qualitative research is conducted (Merriam and Grenier, 2019). Therefore, in any qualitative data presentation effort is always made in trying to make sense of the data. Each kind of data by itself, then as a whole, a combined package of kinds of data, the integration and synthesis of all the data forms i.e textual, visual, etc. As an inductive study, the greater part of the data presentation typically comes from the informants' viewpoints within their natural setting (Merriam, 2014). Consequently, the approach is the essential tool to understanding, conducting, and presenting a qualitative research study. The paper also offers multiple ways of presenting qualitative data and communicating findings more successfully with clear presentation.

Qualitative research covers a very broad range of philosophical underpinnings and approaches. The methods involved in the qualitative inquiry are useful and trustworthy to the extent they actually represent what is going on in a community, a group, or a sample of informants or participants, as interpreted and related by the participants themselves. Therefore, the choice of qualitative approach centered on the fact that the data presentation typically consisted of a set of descriptions, interpretations, and narrations practices based on the assertions of the informants (Denzin and Lincoln, 2005). So, to a qualitative researcher, a situation is defined by the participants' perspectives, making it the primary method of inquiry for understanding social phenomena through the lens of experience.

Moreover, the study generally takes more time than other types of inquiry because it involves asking many questions, making multiple observations, engaging in reflection and discussion with participants, and analyzing many kinds of non-numeric data. Thus, such qualitative research is the best tool for studying the unquantifiable aspects of the human experience. It fills the void where

numbers cannot reach. The methods are more flexible, responsive, and open to contextual information. It is an essential tool in a wide variety of fields that provides translatable skills in a practical format to quicken researchers' transition from "learning" to "using" (Merriam and Grenier, 2019). Consequently, by choosing the approach multiple sources of data collection techniques were involved (Neumann, 2008). These include all the data gathered through observation, interviews, and FGDs. Similarly, data processing involved the representation of data and its presentation directed towards the research question. The presentation of such data helped in progressive focusing by continually directing the process which limits and explains the scope, subject, and structure of research. It also helped in explaining the phenomena in question.

In the same vein, the study conceptualized the concepts as they appeared in the field notes and other secondary sources of information. Also, the contextual discussion was based on themes and direct quotations as well as literature SDGs, (2015); Creswell, (2014; 2013) UNESCO, (2013, 2014); ILOs, (2013); Yin, (2012); Umar, (2012); Stake, (2010); Usman, (2010); Trompenaars and Hampden-Turner, (2004); Golfshani, (2003); Triandis and Suh, (2002); and Nussbaum, (2001) as evidence that supports the main idea in the subject matter. This is a common training and practice commended when reporting qualitative analysis (Creswell, 2014 and Merriam, 2014). Yet, it is important to point out that each has its own particular way of approaching all stages of the research process, including data presentation/analysis (Seers, 2012). However, some common threads run across most of these approaches. This piece focused on some of these common threads in the presentation/analysis of qualitative research.

## **RESULTS AND DISCUSSION**

### **Steps in Data Presentation/Analysis**

It is worth noting that regardless of the many kinds of qualitative data one generates, it is always necessary to follow the step-by-step processes when presenting qualitative data. Having collected all the qualitative data, a researcher must go by the six (6) steps identified by Merriam, (2014); Creswell (2014 and 2013); and Schwandt, Lincoln, and Guba, (2007). Thus, the first step of data analysis begins

with the organization of the data which involves typing the field notes and transcriptions of the recorded interviews. For instance, Having conducted the greater part of the interview in Hausa language, notes were taken which follows the conversion of oral data to text data. The process of transcription from Hausa to English version has greatly helped in identifying major themes and organizing the data concurrently. This process has widened the researcher's knowledge in providing a robust data presentation.

Specifically, the data for observation came in the form of a scheduled research diary. Then, such data were added continuously over the research period to build up a picture of the phenomena. Specifically, the observational data were converted into field notes through repeated readings that identified major issues observed and categorized based on themes (Stake, 2010). The essential aspect of participant observation is that it is unusual to leave the data lying dormant, as it were, to be analyzed only at the end of the fieldwork period (Musante DeWalt and DeWalt, 2002). Therefore, continual reading through and reflection on the schedules, field notes, pictures, or videos repeatedly helped immensely in highlighting issues worthy of further exploration.

The second step involved the sorting and repeated readings that identified major themes through the transcribed raw data to further make sense of it. In particular, the coding of the data forms the major part of the analytic process. Specifically, the coding of the data takes three levels. The level one coding involves reducing the large chunk of data into manageable descriptive themes (it is important to report that the junk data were not destroyed but kept aside). The procedure also involves scrutinizing the whole of the database or folder from start to finish by allocating code labels or tags to important portions of the scripts (Merriam, 2014 and 2002). Major themes that supported patterns of ideas were analyzed for trustworthiness. The third step was using codes to build descriptions based on the informants' assertions and how they answered the research questions. This process entailed developing broader abstraction that reflects other themes using the codes to describe the phenomenon being studied. Through this process, the themes were arranged to convey or interrelate with others to reflect the

complexity of the phenomenon (Guba and Lincoln, 1994).

The fourth step was the selective coding process in which the findings were reported in various narrative forms. The fifth step was the interpretation of the findings which the researcher interprets by projecting the views descriptively. This process was simultaneously compared with other findings already established in the literature

and at the same time pointed out limitations as well as advocating for future research. Thereafter, the last and six steps have to do with validation and accuracy of the findings in which member checking and peer examination were used as mechanisms of data validation. Refer to Table 1 below for the steps taken in the presentation of the data based on the pattern of ideas.

Table 1. Outcomes of Pattern of Ideas in Data Presentation/Analysis

Familiarising with the data	Transcription, readings, proofreading, and assigning of ideas
Generating initial codes	Coding interesting features in a systematic manner across the entire data set, organizing important points relevant to each code
Searching for themes	Collecting codes into major themes and gathering relevant data into such themes
Revising the themes	Checking in the themes information that relates to the coded extracts and the entire data set
Defining the themes	This process defined the specific themes and the overall information by generating clear definitions and suitable names for each theme
Producing the report	The final segment involves the selection process through the processed data which was conducted by relating the analysis to the research questions and literature.

Source (Merriam, 2014).

The table above shows the adoption of a step-by-step guide as a way of identifying, interpreting, and coming up with themes within the set of data. It ensures to describe patterns of ideas within the data as it involved the understanding of the reality of everyday experiences of the informants or participants. The thematic analysis begins when the researcher started looking for themes or points of interest within the data set. Usually, chunks of data that were of interest were coded into meaningful patterns for the purpose of analysis meant to come up with a detailed description of qualitative data (Yin, 2012). Similarly, the attempt has been made to make the data and other relevant evidence trustworthy through the following:

#### **The Credibility of the Data**

The researcher made sure the findings capture what is really there because the credibility of any information determines its trustworthiness, and transferability (Merriam, 2014). In this regard, therefore, the approach, as well as the techniques used, are highly consistent. So, all the data collected were credible to give acceptability of the research. The internal credibility of the data was such that the connection between the findings and the

authenticity of the reality has been systematically identified. Besides, based on the submissions of Creswell and Miller (2000) there are a number of ways this process could be achieved. The processes are through member-check, and peer examination as explained below:

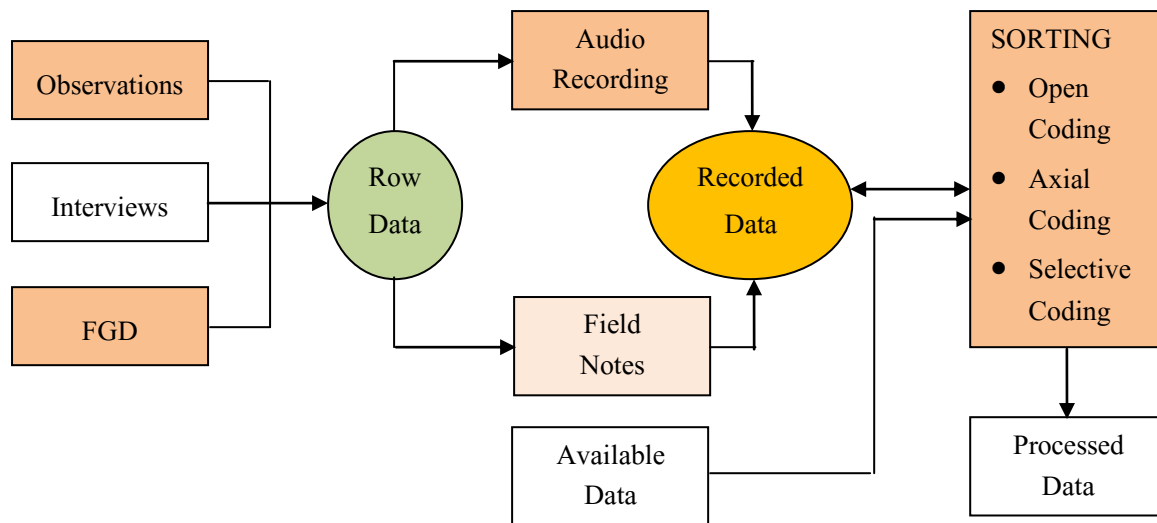
#### **Member-Check**

Member-check, according to Hoffart (1991) is the process of reading back to the informant the recorded data for the researcher to establish that the recorded data are a true reflection of the informant's views. As a result, the transcribed data collected from informants were taken back to them after the individual interview sessions as well as focus group discussion to avoid any discrepancy or discrepancies in the way and manner they viewed things within their viewpoints and thought. This process further made the research more dependable devoid of misconceptions of views (Creswell and Miller, 2000).

#### **Peer-Examination**

With regards to this, the researcher examined the data collected by colleagues for the purpose of proving the trustworthiness of the findings in the research. In addition, the researcher made sure that

the results become consistent with the data to make it more dependable (Golfshani, 2003).



### Summary

It is important to sum up that the researcher uses multiple strategies for recording the data, including audio recording, photography, and, especially, copious field notes. So, the first point of call was where the researcher begins by getting abreast with the data set which involved transcription, organization, and sorting a large pool of information inductively and then categorized into a few sets of abstract themes through repeated readings. Subsequently, the data were coded in a systematic manner which was brought under relevant themes. Thereafter, the data within each theme were reassessed to see if it fits well with the theme earlier developed. The next step involved a clear and concise definition assigned to each theme. Thus, a thematic pattern emerges displaying the themes and sub-themes as each theme was examined to see its workability as they are named (Merriam, 2014). Finally, a balanced presentation and report were produced from the data extracts.

In general, the explanations that follow could be said to be true of analyzing any qualitative data. While the term presentation/analysis has been used, a friendlier and perhaps less frightening term might be that called interpretation. It is vital to remember that although qualitative data are descriptive, but the researcher must go beyond simple description and provide in-depth interpretations of the data gathered. As being analytical is central to being a researcher.

### CONCLUSION

The qualitative approach was employed towards the realization of the research objectives. The whole process of the data presentation or analysis begins with a step-by-step guide as a way of identifying, interpreting, and coming up with themes within the set of data. It takes the form of data generation → data display → reduction → meaning-making → data presentation/analysis → conclusion → assuring the integrity, transparency, and accuracy of all processes and findings, including some kind of validation with participants → dissemination, in whatever way has been arranged with appropriate stakeholders. Thus, this approach is open to contextual information. It is unlike the deductive study usually conducted by quantitative researchers where they seek to prove and confirm their hypothesis to test a theory.

In broad terms, the presentation of the data should be done in a way in which all of the points made by participants would be used as a basis for qualitative data analysis and interpretation. Similarly, a researcher must rely on a wide range of sources of data that would help to produce an in-depth, holistic portrait of the participants' experiences. Thus, the data must be represented in various ways as descriptive extracts from interviews, or indeed as illustrations of highly abstract categories derived from the analysis of the data.

## REFERENCES

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., and Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Golfshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8, 597-697.
- Guba, E. G., and Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194).
- Hoffart, N. (1991). A member check procedure to enhance rigor in naturalistic research. *Western Journal of Nursing Research*, 13 (4), 522-534.
- International Labour Organizations. (2013). *Marking progress against child labour, Global estimates and trends 2000-2013*. Geneva: Jasmin Merdan.
- Merriam, S.B., and Grenier, R.S. Qualitative research in practice: Examples for discussion and analysis. John Wiley and Sons
- Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. John Wiley and Sons.
- Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis*, 1, 1-17.
- Musante DeWalt, K., and DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. Walnut Creek.
- Neumann, I. B. (2008). Discourse analysis. In *Qualitative Methods in International Relations*. Palgrave Macmillan UK.
- Nussbaum, M. (2001). *Women and Human Development. The Capabilities Approach*. Cambridge University Press.
- Seers, K. (2012). Qualitative data analysis. *Evidence-based nursing*, 15(1), 2-2.
- Schwandt, T. A., Lincoln, Y. S., and Guba, E. G. (2007). Judging interpretations: but is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for evaluation*, 2007 (114), 11-25.
- Sustainable Development Goals (2015). *Beyond 2015: Education for the Future, Nigerian*
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. Guilford Press.
- Triandis, H. C., and Suh, E. M. (2002). Cultural influences on personality. *Annual review of psychology*, 53(1), 133-160. Review.
- Trompenaars F. and Hampden-Turner, C. (2004). *Managing People Across Cultures*, Chichester: Capstone Publishing Limited.
- Umar, F. (2012). Street Hawking : Oppressing the Girl Child or Family Economic Supplement? *Journal of Sustainable Development*, 2 (1), 169-175.
- UNESCO (2013). *Education for All Global Monitoring Report*.
- UNESCO (2014). *Education for All Global Monitoring Report*. Gender Review UNESCO.
- Usman, L. (2010). Street hawking and dynamics of nomadic girls of Northern Nigeria. *International Journal of Social Economics*, 37 (9), 717-734.
- Yin, R. (2012). *Qualitative Research from Start to Finish*. New York: The Guilford Press.