QUALITATIVE METHODS IN RESEARCH

Nidhi Vij
April 11, 2016
PAI 705
Research Design for IR Practitioners
QUALITATIVE ANALYSIS

Methods for Social Research data without converting them in numerical formats

The Non-numerical examination & interpretation of observations, for purpose of discovering underlying meanings and patterns of relationships.

The aim it to arrive at a theoretical understanding of social life

Suited for complexity, flexibility & uncertainty of social life where the researcher cannot completely control the phenomenon

Involves continual interplay between theory & analysis

Commonly employed in

- Field Research
- Historical Research
DISCOVERING PATTERNS - LINKING THEORY & ANALYSIS

Discovering patterns of relationships through cross-analysis & case oriented analysis

- Strength of a pattern - frequency & magnitude
- Structure of a pattern - different dimensions of a pattern
- Phenomenon - central idea, event, happening
- Context - specific set of properties pertaining to the phenomenon
- Process - Casual Process or necessary & sufficient variables
- Causes - Variables/factors affecting leading to a particular outcome
- Consequences - outcome variables

Examples of Approaches:

- Grounded Theory Method
- Case Study Analysis

Mixed-Methods of Research
I. GROUNDED THEORY METHOD
1. GROUNDED THEORY METHOD

Generating theories by solely inductively examining data rather than deductive methods

Premise that starting with an existing theory is likely to inhibit or impede development of new theoretical formulations

Constant Comparison Method- Comparing observations with one another to evolve inductive theory. This involves

1. Comparing incidents applicable to each category
   (specifying nature & dimensions of concepts)
2. Integrating categories & their properties (discovering relationships among concepts)
3. Delimiting Theory (weeding out irrelevant concepts & spurious relationships)
4. Writing the theory
RESEARCH DESIGN

Designing the Research Question

- Assigned or derived from technical literature or from personal/professional experience
- Initially broad & flexible but progressively narrowed & focused with research
- Directive – to specific data source & data collection
- Theoretically Sensitive
  Awareness of subtleties of meaning of data, capacity to understand & capability to separate the important from non-important at conceptual level
  Primary and/or secondary literature-technical & non-technical literature
BUILDING BLOCKS FOR ANALYSIS

- **Concepts**: Labels placed on discrete happenings, events & other instances of phenomena

- **Categories**: classification of concepts. This classification is discovered when concepts are compared against each other & appear to explain a similar phenomenon. Concepts grouped together under higher or more abstract concept is a category

- **Coding**: Breaking Down, examining, comparing, conceptualizing, categorizing data.

- **Properties**: Attributes/Dimensions/Characteristics to a category

- **Memoing**

- **Concept Mapping**
CODING..

Classifying or categorizing individual pieces of data- with a retrieval system

Coding is essential in discovering patterns

Defining a concept is the organizing principle for coding

Coding Units-word, sentence, paragraph, documents, interview

Codes created through open coding & axial coding

- Open Coding- Initial classification & labeling of concepts in qualitative data analysis. Codes are suggested by examination & questioning of the data

- Axial coding- Re-analysis of the results of open coding aiming at identifying important, general concepts

- Selective Coding- building from open & axial coding to identify the central concept that organizes the other concepts that have been identified from the materials
MEMOING & CONCEPT MAPPING

Writing memos that become part of the data for analysis in qualitative research such as grounded theory.

Memos can describe and define concepts, deal with methodological issues or offer initial theoretical formulations.

Concept Mapping- the graphical display of concepts and their inter-relations, useful in formulation of theory
THEORIZING-PARADIGM MODEL

- Causal Conditions
- Phenomenon
- Context
- Intervening Conditions
- Action/Strategies
- Consequences
KANT-PERPETUAL PEACE

Kant claims that peace is a reasonable outcome of the interaction of states with a republican form of government.

The republican constitution “gives a favorable prospect for the desired consequence, i.e., perpetual peace. Since the consent of the citizens is required in order to decide that war should be declared (and in this constitution it cannot but be the case), nothing is more natural than that they should be very cautious in commencing such a poor game, decreeing for themselves all the calamities of war.”

“On the other hand, in a constitution which is not republican, and under which the subjects are not citizens, a declaration of war is the easiest thing in the world to decide upon, because war does not require of the ruler, who is the proprietor and not a member of the state, the least sacrifice of the pleasure of his table, the chase, his country houses, his court functions, and the like.”
DEMOCRATIC PEACE THEORY

Grounded Theory Approach

RQ: Is there any relation between political systems & wars?

Data - country level about political system & relations with other countries

Concepts - Elected governments vs Non elected governments, independent or non-independent, secure boundaries vs disputed areas, democracies vs autocracies

Categories - Governance, Representation, Independence, Boundaries

Concepts: militarization vs civil war, active conflict vs passive conflict, conflict vs war, occupation vs transgression

Categories - war, conflict, peace

https://www.hawaii.edu/powerkills/BABST.ELECTIVE.GOVERNMENT.PDF
DEMOCRATIC PEACE THEORY

Dean V. Babst 1972. Elective Governments-A Force for Peace

RQ: Whether there are certain types of governments which do not make war with each other?

Data Source: List of wars from 1480-1941 (Quincy Wright-A Study of War), World War II

Open Coding done to label concepts & categories
DEMONOCRATIC PEACE THEORY

Dean V. Babst 1972. Elective Governments-A Force for Peace

**Category 1** - Freely elected government of independent countries with firmly established borders

- Legislation & national finances controlled by legislature or parliament whose members are chosen by majority vote from at least two opposing choices at regular intervals by the electorate

- Administrative control of the government with an executive chosen by majority vote by a parliament chosen by above manner. If a hereditary rule such as a king can chose the prime minister or president, then the country is not considered to have an elective government unless monarch’s function is primarily ceremonial

- Secret Ballot, freedom of speech

- Country to be independent at start of war

https://www.hawaii.edu/powerkills/BABST.ELECTIVE.GOVERNMENT.PDF
DEMOCRATIC PEACE THEORY

Dean V. Babst 1972. Elective Governments-A Force for Peace

Category 2-Major wars involve 50,000 troops or cause extinction of the state, territorial transfers or changes in governments

- Starting point chosen as 1789 with first elected government USA
- 116 wars from 1789-1941
- WWII conflicts

Analysis- No wars fought between independent nations with elective governments. Such nations have fought wars with autocratic governments, own colonies, but not with each other

https://www.hawaii.edu/powerkills/BABST.ELECTIVE.GOVERNMENT.PDF
DEMOCRATIC PEACE THEORY

Testing the Theory-World War I

<table>
<thead>
<tr>
<th>Allies and Associated Powers</th>
<th>Central Powers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Governments</td>
<td>Non-Elective Governments</td>
</tr>
<tr>
<td>Australia</td>
<td>China</td>
</tr>
<tr>
<td>Belgium</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>Canada</td>
<td>Cuba</td>
</tr>
<tr>
<td>Great Britain</td>
<td>Greece</td>
</tr>
<tr>
<td>France</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Italy</td>
<td>Haiti</td>
</tr>
<tr>
<td>Brazil</td>
<td>Honduras</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Japan</td>
</tr>
<tr>
<td>Union of South Africa</td>
<td>Liberia</td>
</tr>
<tr>
<td>United States</td>
<td>Luxemburg</td>
</tr>
</tbody>
</table>

Babst- all independent elected governments were on same side of the war
Analyzes why Italy, an elected government allied with Central Powers
Germany, Austria-Hungary prior to WWI had limited elective features
DEMOCRATIC PEACE THEORY

World War II

Babst- Notes there were 103 war relationships between independent nations. The only war relationships counted were those that occurred before the nations lost their independence.

Analyzes Finland, an elected government fought with Axis Power, but lost independence prior to Dec 1941 when she entered power.
THEORIZING- DEMOCRATIC PEACE THEORY

Existence of independent nations with elective governments greatly increases the chances for maintenance of peace.

What is important is the form of government, not the national character.

Many nations, such as England and France fought wars against each other before they acquired freely elected governments, but have not done so since.
II. CASE STUDY ANALYSIS
2. CASE STUDY ANALYSIS

Objectives:

1. Theoretic/Configurative idiographic
   Only explanatory with no direct contribution to theory

2. Disciplined Configurative
   Use established theory to explain a case or highlight need for new theory in neglected areas

3. Heuristic
   Identifying new variables, hypothesis, causal mechanisms and causal methods with deviant or outlier cases

4. Theory Testing
   Assessing validity & scope conditions of single or competing theories

5. Meta-Evaluation
   A Evaluation of existing studies
CASE STUDY ANALYSIS

Case is a class of events with a phenomenon of interest, such as revolutions, types of government regimes, geographic region, personality types that a researcher chooses to study

Single case studies, paired comparisons or larger

1. Cross Case Analysis- With multiple cases, analysis more than one case, either case-oriented or variable oriented

2. Case Oriented Analysis- To understand a particular case or several cases by looking closely at the details of each

3. Structured & Focused Comparison-

Structured- reflecting the research objective & questions for each case to standardize data for systemic analysis & culmination of findings

Focused- only certain aspects within cases are examined, common focus
CASE STUDY ANALYSIS

1. Defining a Case
Unit of data collection & unit of analysis

2. Identifying “universe” of cases
Logic of inclusion & exclusion of potential case units

3. Specifying dimensions of comparison
Identifying pre-existing independent variables & variable(s) of interest

4. Including new variables
Open to incorporating new relevant variables that previous theories may have overlooked (inductive process)

5. Causal Mechanisms-
Understanding that independent variables under certain conditions link causes to effect to offer causal explanations
RESEARCH DESIGN IN CASE STUDY ANALYSIS

Single Descriptive Case

1. Longitudinal / Before & After (single case or comparative)
   
   O--------X--------O

   T1------------------T2

2. Controlled Comparison/ Most Similar Multiple Cases

   C1 {f(A, B, C)} vs C2 {g(A,B)} vs C3 {h(A,C)} vs C4{(j(B,C)}

3. Least Similar Multiple Cases

   C1 {f(A, B, C,)} vs C2 {g(A,E,F)} vs C3 {h(F,G,C)} vs C4{(j(B,K,L)}
ANALYZING-PATTERN MATCHING

Pattern matching includes process tracing & congruence testing

1. Process Tracing

Testing whether all intervening variables are consistent with expectation of causal theory under consideration & predicted causal mechanisms

Also uncover evidence of new causal mechanisms that may explain outcomes

Explaining complexity in detail

2. Congruence Testing

Testing whether outcome/dependent variable is consistent with its various dimensions of the independent variables & expectations of underlying theory linking the two
GENERALIZING FROM CASE STUDY TO THEORY

Analytical Generalization on concepts, mechanism, validity & scope of theories

Triangulation & Validation of generalizations

Writing Style
- Linear Analytic
- Comparative
- Chronological
- Theory Building
- Suspense
- Un-sequenced Structures
III. MIXED METHODS OF RESEARCH
3. MIXED-METHODS OF RESEARCH

Using quantitative & qualitative methods for data collection & analysis for fullest understanding of social science data

Mixed Methods Design Strategies (Creswell, 2003)

1. Sequential Explanatory - Quantitative method followed by qualitative method to explain & interpret findings of quantitative study.

2. Sequential Exploratory - Qualitative method followed by quantitative method to developing & testing a new theory

3. Sequential Transformative - Either of methods first, & then integrating results in analysis phase for a theoretical perspective.

4. Concurrent Triangulation - Concurrent two or more methods to confirm, or cross-validate, findings within a study.

5. Concurrent Nested: Priority to either method while another is embedded or “nested” to address a sub-question or seek information from different levels.
QUALITATIVE DATA PROCESSING

Using software to organize, structure, code & analyze qualitative data

- N-Vivo
- Atlasti
- Dedoose

Also allows to assimilate sources from multiple media, quantify qualitative data
QUESTIONS & OPEN DISCUSSION

Thanks!