

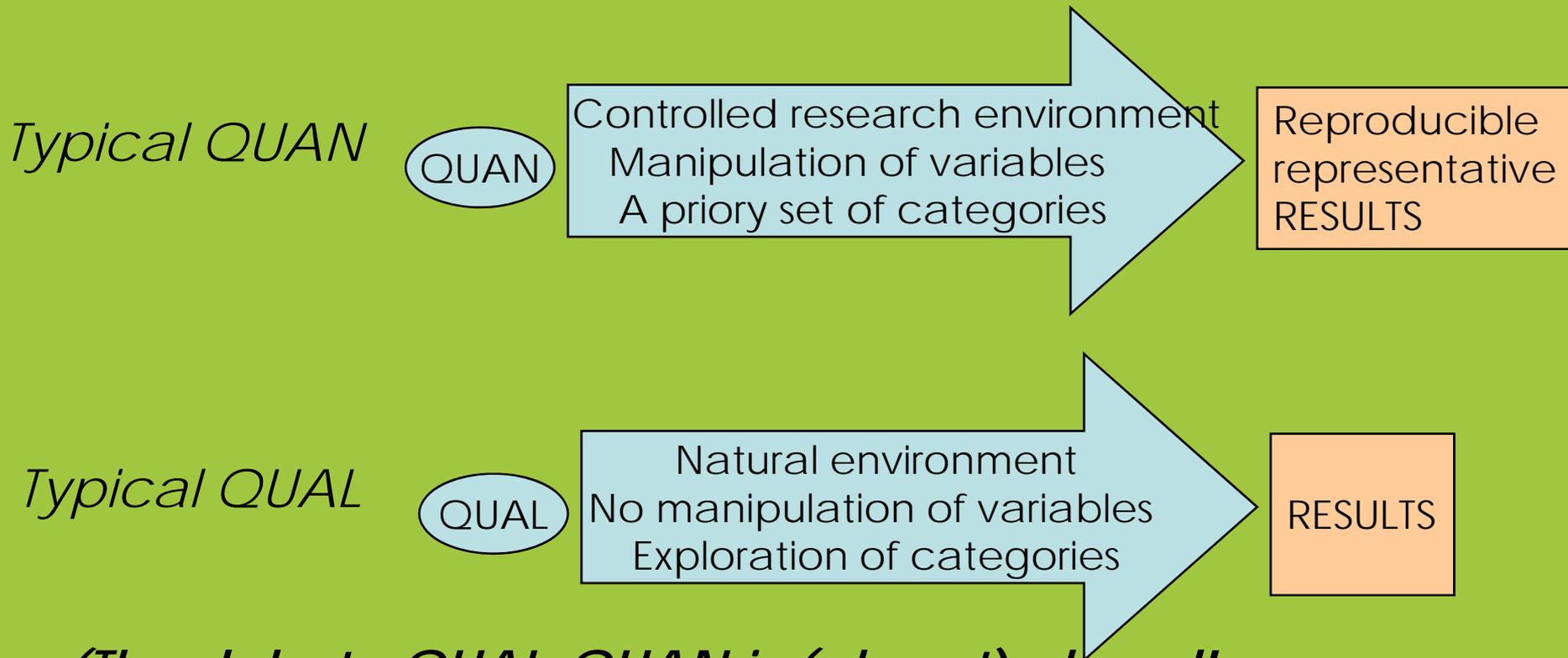
Data Analysis in Qualitative Market Research

Burkhard Schaer, ECOZEPT

Content

- Introduction
- The Role of Categories
- Working with Qualitative Data material
 - Transcripts
 - Content analysis
- Discussion, practical exercise

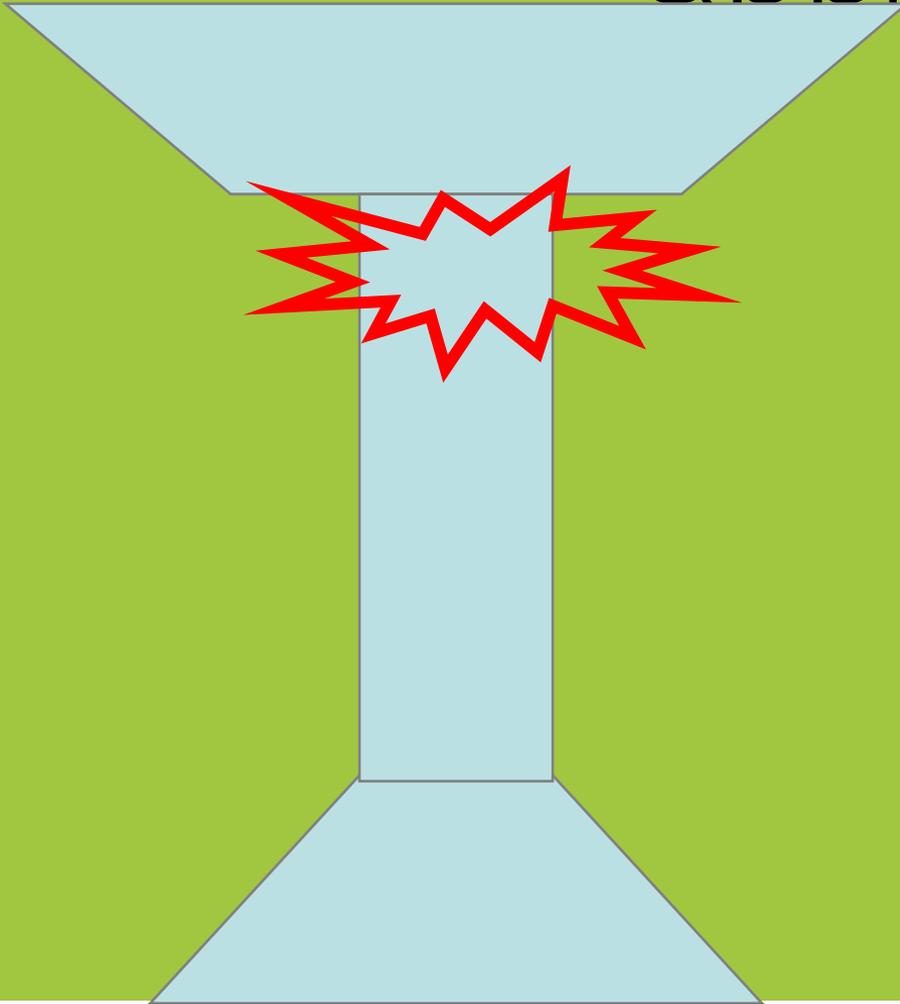
Methodological Debate of "quantitative" versus "qualitative"



(The debate QUAL-QUAN is (almost) closed! => common Quality criteria => Mixed Methods)

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Quantitative approach



Real Life

Data Collection

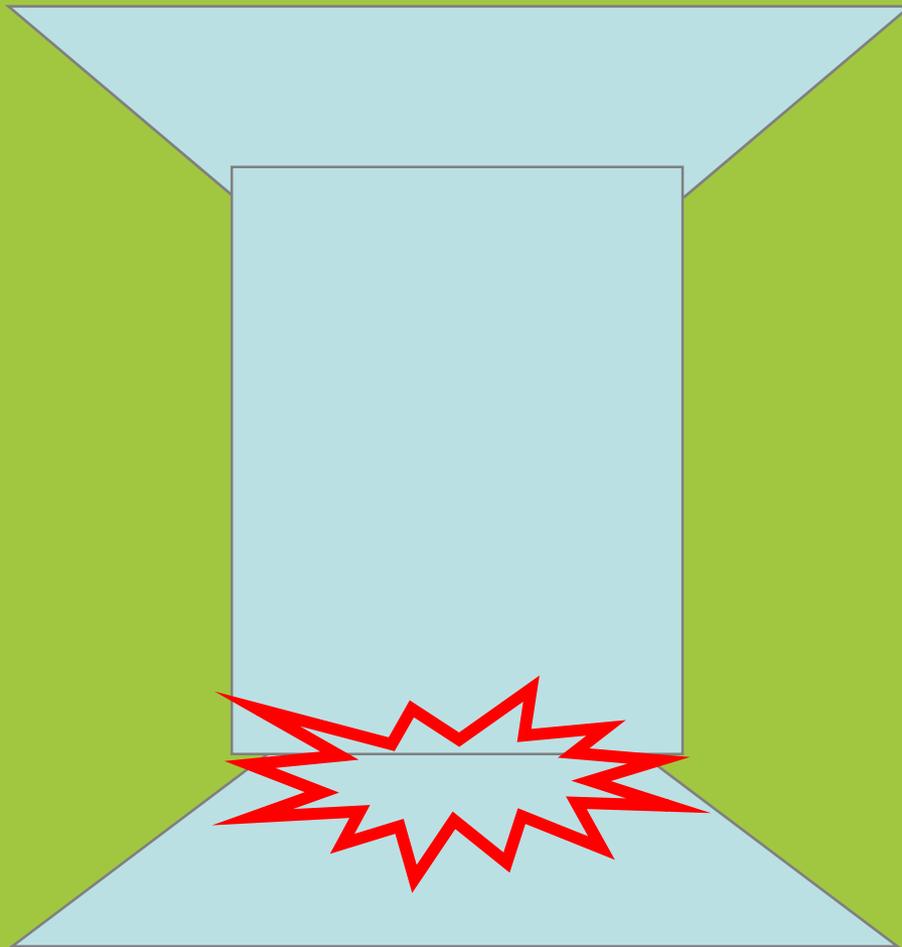
Analysis

Interpretation

4



Qualitative approach



Real Life

Data Collection

Analysis

Interpretation

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4 Principles for Quality

■ Validity, credibility

- Confirm the reasonable likeliness, e.g. by triangulation or respondent validation

■ Reliability

- Keep your research clean from your “self”, e.g. by detailed documentation and external auditing

■ Generalizability

- Show possible transfer (limits) of your (non-representative) data, e.g. by comparisons

■ Objectivity

- Open-mindedness needs some discipline: do not neglect data that do “not fit”, check rival theories.

Categories in QUAL

One major feature of qualitative data is that they focus on naturally occurring, natural events, so we have a strong handle on “real life”.

Qualitative studies aim to describe a pattern of relationships, which can be done only with a set of analytical categories.

Starting with the categories (deductive) or getting to them (inductive) are both legitimate.

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FOCUS
(Huberman and Miles, 1994, shortened)

FOOD CONSUMER SCIENCE IN THE BALKANS

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Material for Content Analysis

.....focus groups, face to face interviews, market survey research recordings, consumer forums, disabled access audits, direct response television, infomercials, small group sessions, home buyer reports, telephone survey campaigns, advertising research findings, customer analysis sessions, risk analysis sessions, building survey reports, opinion polls, recorded telephone interviews, product research audio, advisory board meetings, competitor analysis sessions, structural reports, business meetings, conferences, condition reports, seminars, workshops, in-depth interviews, group discussions.....

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Material for Content Analysis

- Focus groups,
- Face to face interviews,
- In-depth interviews,
- Group discussions.....

Definition: Transcript

A **transcription** is the conversion of a spoken-language source into written, typewritten or printed form.

transcripts are needed to conclude e.g. an interview process; all the information collected via recordings have to be written down. This is known as a transcript.

“a transcription system should be easy to write, easy to read, easy to learn and easy to search” (Flick 2006)

Transcription Techniques

I. verbatim transcription:

↳ full transcript of everything that is said in the recording by using the international phonetic alphabet (difficult to read), phonetic notation (dialect) or literal interpretation (corrected grammar)

II. commented transcription:

↳ verbal and nonverbal communication is considered as well as characteristics within the language (e.g. breaks, accentuation) – use of special signs or comments

III. content analytical transcription:

↳ combination of transcription and content analytical elements

- summing up protocol (creation of abstracts; inductive category formation)
- selective protocol (deductive category formation)

Tips for Transcribing

- pay attention to good acoustics within the audio taped material
- take notes during the data collection
- look after compatibility within the analysing software
- write down formal details exactly
(e.g. names of the interviewees, time, location)
- look after accurate separation of text passages (interviewing person / interviewee)
- use separate text documents for each interview
(except: group discussions)
- use punctuation marks - helpful in generating analysing sequences
- preserve anonymity within the interviewees
- use „memos“ for ideas and hypotheses that are generated while transcribing
- transcription software: Express Scribe, F4

Quantitative versus Qualitative Content Analysis

quantitative content analyses

generate numerical values (frequencies, rankings, ratings) from the verbatim text (examples: valence analysis, frequency analysis, contingency analysis).

Disregards, for example:

the context of text elements, latent meaning, distinctive cases

qualitative content analysis

also includes communication elements that are not explicitly vocalised. The meaning of statements is identified without reducing the material to quantifiable results.

Qualitative Content Analysis

- **categories** are in the centre of analysis: the aspects of text interpretation (following the research questions) are put into categories, which were carefully founded and revised within the process of analysis (feedback loops).
- content analyses are **not a standard instrument**, but need systematic proceeding: the material is to be analyzed step by step **close to the research question**, following rules of procedure, devising the material into analytical units.

“how categories are defined ... is an art.
Little is written about it.” (Krippendorff)

Procedure: Content Analysis

More or less

"narrative" raw
data

Tapes, notes

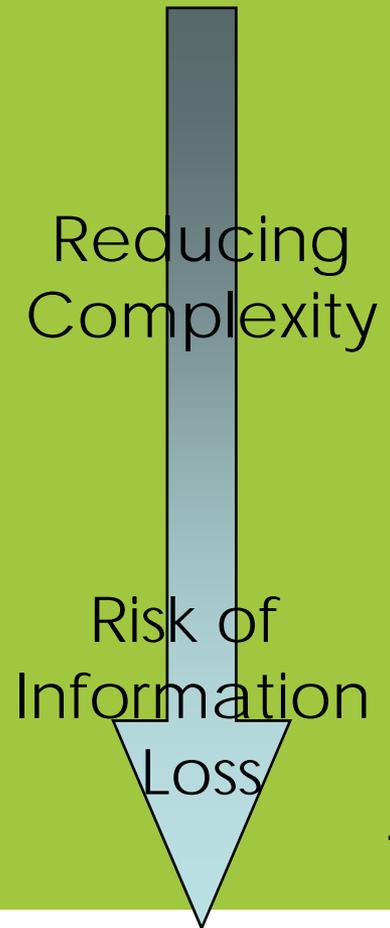
Processed data

*Write-ups,
transcripts,
(verbatim)*

Break down into
component units

Set of codes

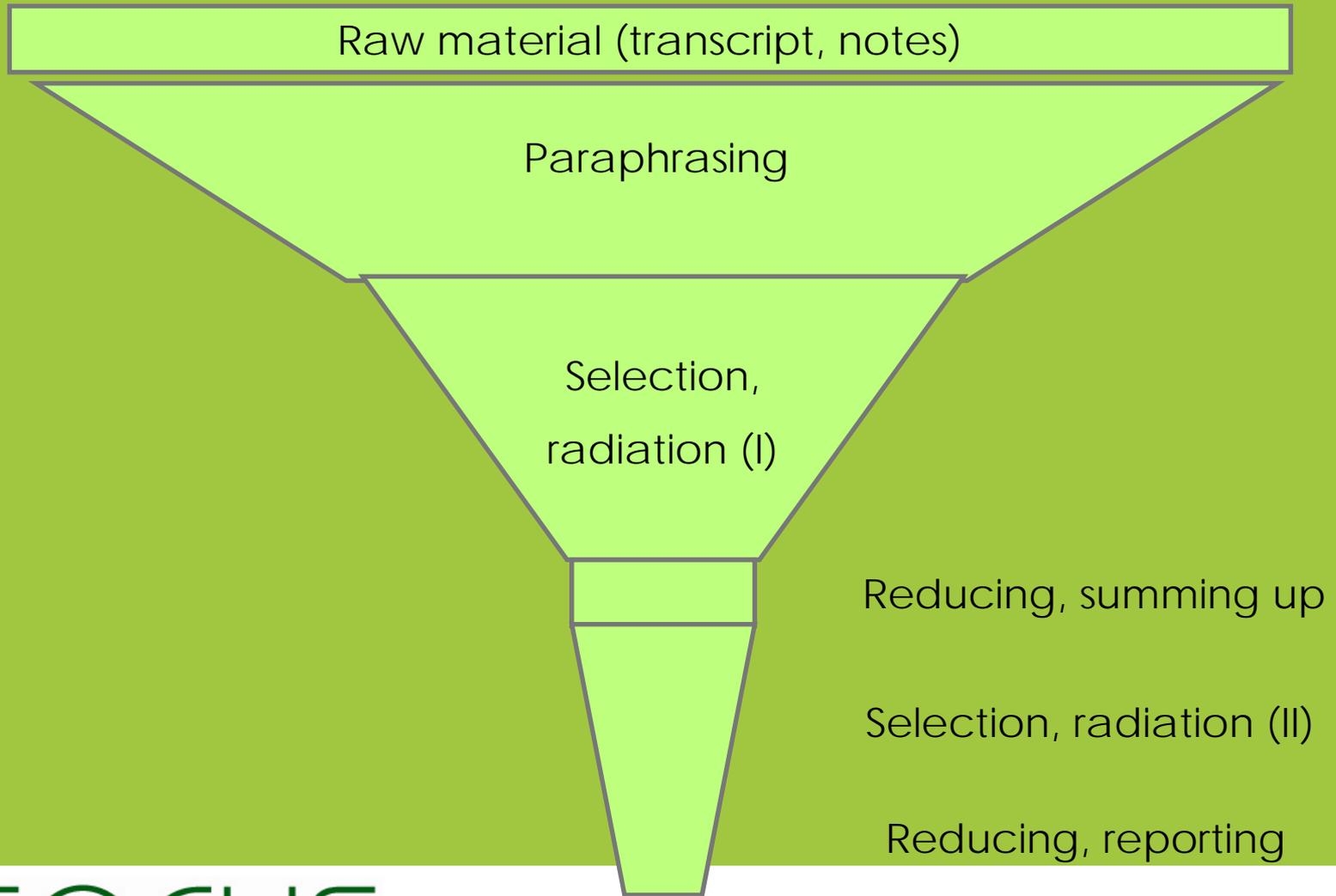
Count / analyse
evaluate



Summarising Content Analysis

- seeks to reduce the material; preserving of essential contents by producing a manageable, short text.
- inductive category formation: procedures of summarizing are used to develop the aspects of interpretation and the categories, as near as possible to the material.
- deductive category application: works with prior formulated, theoretical derived aspects of analysis, bringing them in connection with the text.

Summarising Content Analysis



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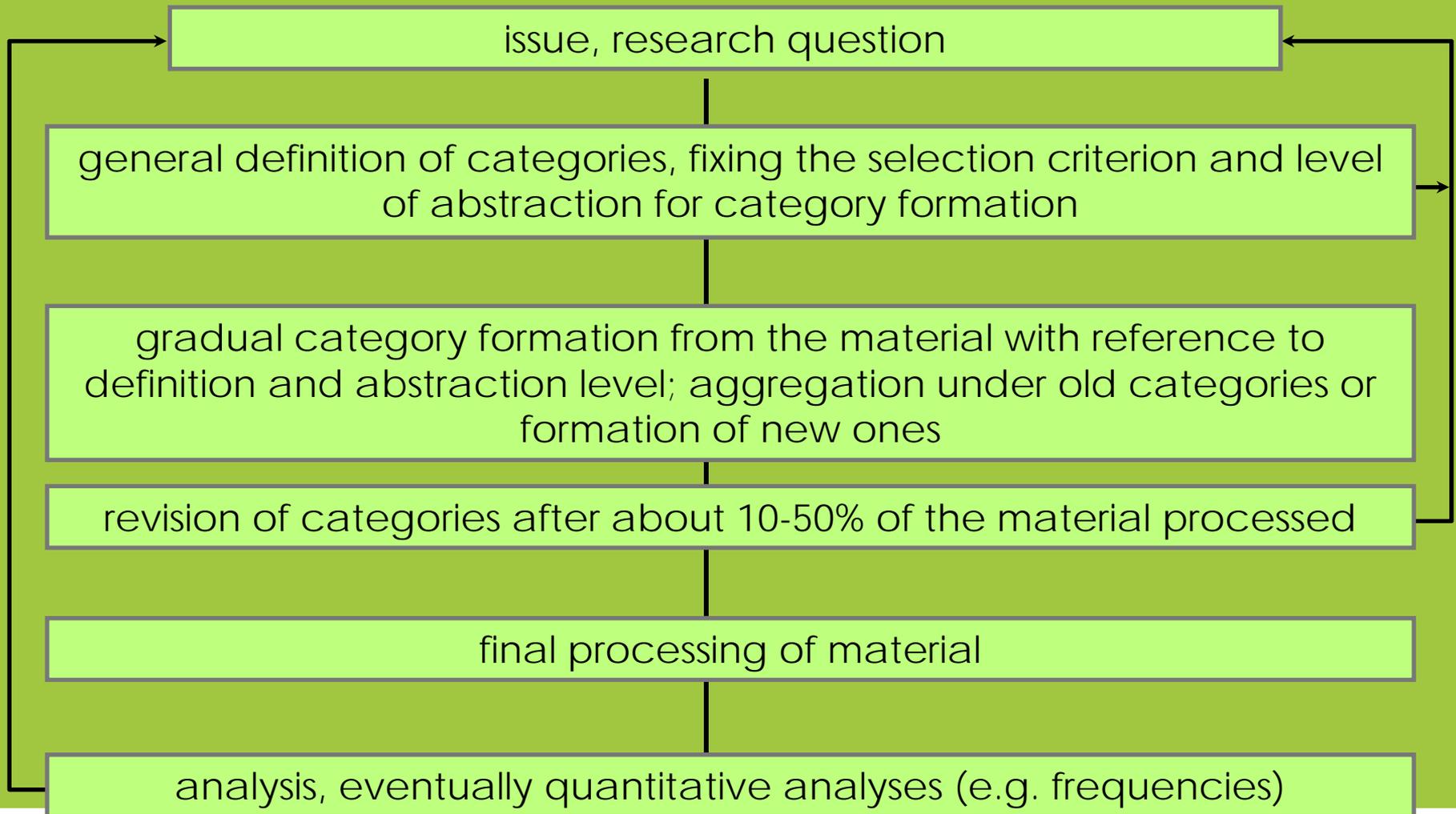


Finding Categories by Summarising

(according to the project: teacher unemployment (Mayring 1995))

cas	pag	paraphrase	generalisation	reduction
e A	e 119	„no occupational stress due to shock of the practise“	no „shock of the practise“	C1: no „shock of the practise“ because of: - experience as teacher - good relationship to pupils.....
A	119	„already experienced in teaching“	teacher experience	
B	121	„pupils still like me there“	good relationship to pupils	
B	121	„pupils still write me emails“	good relationship to pupils	
B	122	
.....	

Inductive Category Formation



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Examples

Ex 1- women and beer consumption
(combined deductive / inductive category formation)

categories:

derived by deductive proceeding / conform to the research model

beer consuming
situations

sub-categories: derived by inductive proceeding

consumption on parties,
only in society

consumption after sport /
only in the summertime

paraphrases:

„I never drink beer at home“

„ only in the evening if I go
out“

.....

design of the bottle

price of the beer

beer advertising

Content analysis of interviews : Example 2

« Young people and advertisement »

QUESTION : Your personal opinion on promotions and advertising actions of companies and brands?

DEDUCTIVE CATEGORIES (close to the objectives of the study)

- Advertisement gives true information / intrusive and conditioning
- Advertisement is an art .../just a business to make you buy
- Acceptable level and frequency / they exaggerate
- Often interesting and original / bothering-boring
- No real impact on behaviour / efficient



FOCUS

FOOD CONSUMER SCIENCE IN THE BALKANS

Young people and food consumption:

- *QUESTION : Your personal opinion on promotions and advertising actions of companies and brands.*
- ONE ANSWER: « The promotion practices of the companies and brands prompt us to consume and have a real impact on our buyings. The part played by advertising is very important when, without clearly realizing it, we buy according to advertising we saw. We are influenced by it. »

Advertising remarks type 1

- INTRUSIVE (or
CONDITIONING) INFORMATIVE (USEFUL)

Advertising remarks type 3

- EXAGGERATED RIGHT TARGETED

Advertising remarks type 5

- INEFFECTIVE EFFICIENT

Advertising remarks type 2

- JUST A BUSINESS ART EXPRESSION

Advertising remarks type 4

- BOTHERING INTERESTING (or
ORIGINAL)

Content analysis progression

- OK To be completed



FOCUS GROUPS

- When I tell you « OLIVE OIL » what comes in mind ? (direct listing)

Roman empire

Sun

Summer

Mediterranean sea

Olive tree

Tomato

cooking

Italiancuisine

Basilicum

smelling

yellow

green

hotness

Health

pleasure

Greece

Andalusia

Sicily

White wine

fish

Cicada

Dry lanscape

Sea

Salade

Cooking pleasure

Summer cooking

shopping

cupboard

buyings

Market

Quality

cholestérol

pepper

Mozzarella

Bread

Flavour

Origin

Trip

Holydays

Garlic

ognon

Pleasure

shopping

Beauty

Health benefit

Marseille soap

Rocket

Antipasti

perfume

Spontaneous associations with « Olive oil »

1	2	3	4	5	6
Roman Empire					
	Sun				
	Summer				
	Mediterranean sea				
	Olive tree				
		Tomato			
		Cuisine			
		Italian cuisine			
		Basilicum			
			smell		
			yellow		
			green		
	Hot weather				
				Health	
			Pleasure		
Greece					
Andalusia					
Sicily					
		White wine			
		Fish			
	Cicada				
	Dry landscape				
	sea				
		Salad			
			Pleasure of cooking		
		Summer food			
					Shopping
					Cupboard
					To go shopping
					« Sur les quais »
				Quality	
				Cholestérol	
		Pepper			
		Mozzarella			
		Bread			
			Flavour		
Origins					
Trip					
Holydays					
		Garlic			
		Onion			
			Shopping for Pleasure		
				Beauty	
				Benefits	
				Marseille soap	
Andalusia					
		Rocket			
		Antipasti			
			smell		



FOCUS

FOOD CONSUMER SCIENCE IN THE BALKANS



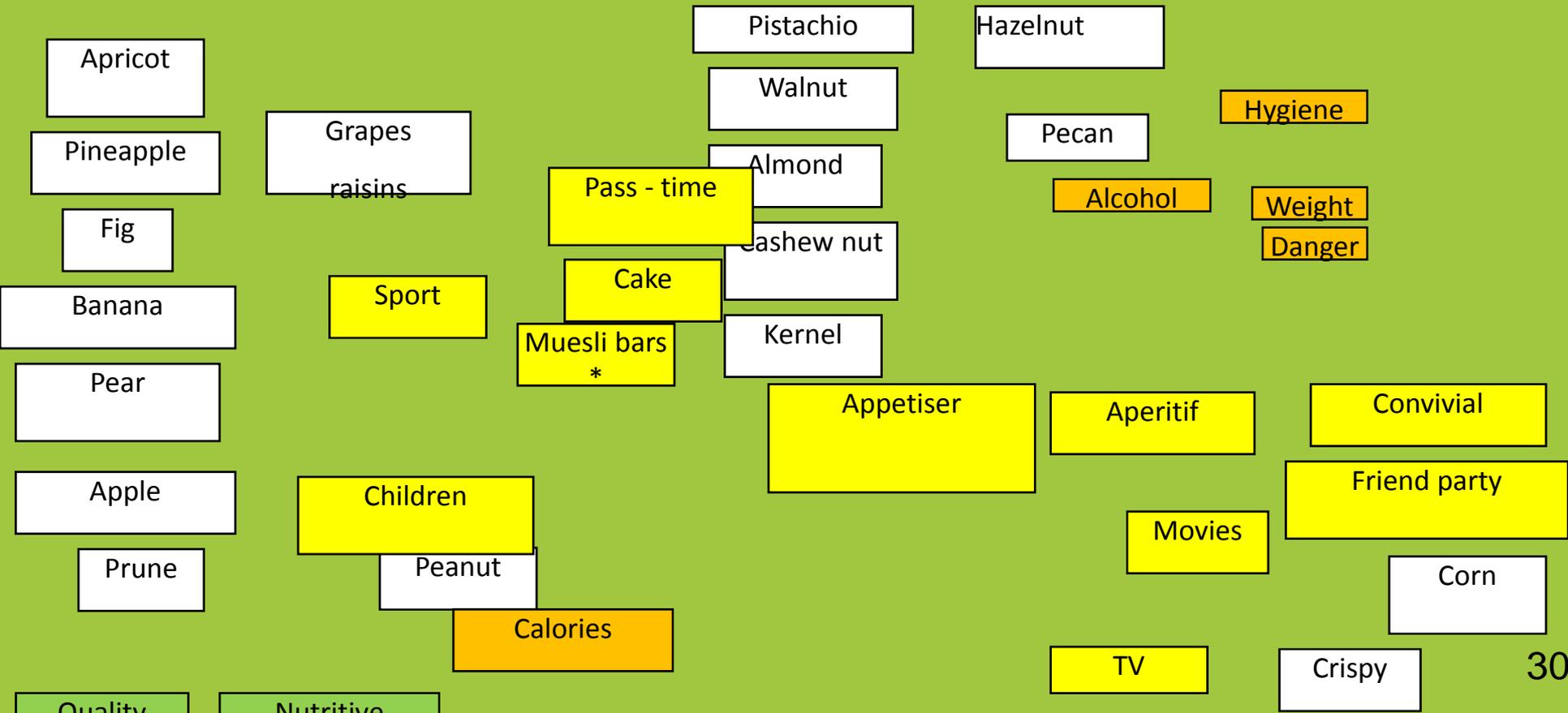
SPONTANEOUS ASSOCIATIONS WITH THE "DRY FRUITS AND NUTS" FAMILY

*Apricot
Pineapple
Peanut
Pistachio
Hazelnuts
Almond
Walnut
Banana
Prune
Cashew nut
Kernel
Fig
Rambling
Pear
Coconut
Corn
Grapes
Sport
Sugar
To make dirty
Fragrant
Aperitif
Expensive
Weight
Christmas
Danger
Calories
Dry*

*Variety
Diversity
Specificity
Nice colour
Pass - time
Nibbling
Barbecue
Travel
Convivial
Tooth decay
Evening
Friend party
Flavour
Exoticism
End of gondola
Crispy
Benenuts
Muesli
Balsen
Movie
Diet
Hygiene (health)
Infusion
Quality
Nutritive
Food palliative
Qualitative
Appetite suppressa
Plastic
Cake
Little volume
Practical*



DRY FRUIT AND NUTS



Principles for Quality

- (Mayring): intercoder reliability is the widely used term for the extent to which independent coders evaluate a characteristic of a message and reach the same conclusion.
- (Krippendorff): content analytical performance criteria:

I. validity

- **semantic validity:**
the semantics of the data language has to correspond to the source
(appropriateness of the category definitions, the key examples and the rules for coders)
- **sampling validity:** usual criteria for precise sampling
- **correlation validity:** correlation with some external criterion (e.g. the results of other methods like test, experiment or observation).
- **predictive validity:** if predictions can reasonably be made from the material

Principles for Quality

II. reliability

- **stability**: (test-retest conditions; coding a set of data twice)
- **reproducibility**: the extent to which the analysis achieves the same results under different circumstances P see intercoder reliability (Mayring)
- **accuracy** assumes stability and reproducibility and denotes the extent to which the analysis meets a particular functional standard (achieved by e.g. clear definitions of categories)

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Instructions for Practical Exercise

1. Please arrange yourself in pairs
2. Please fill in two questionnaires / pair by doing a “dummy” interview (readable, in English please) (10 minutes)
3. The questionnaires are collected
4. Please arrange yourself in 4 groups for analysis
5. Follow the instructions for analysis (30 minutes)
6. Two groups will be picked for presentation (10 minutes)
7. General discussion / debriefing (10 minutes)

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