# CHAPTER-III

## METHODOLOGY

<table>
<thead>
<tr>
<th>S.NO</th>
<th>CONTENT</th>
<th>PAGE.NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>3.1.1</td>
<td>Ethnography.</td>
<td></td>
</tr>
<tr>
<td>3.1.2</td>
<td>Ethnographic Research.</td>
<td></td>
</tr>
<tr>
<td>3.1.3</td>
<td>Grounded Theory.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Methodology used in Grounded Theory.</td>
<td></td>
</tr>
<tr>
<td>3.2.1</td>
<td>Research Methodology.</td>
<td></td>
</tr>
<tr>
<td>3.2.2</td>
<td>Research Approach.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Research Design.</td>
<td></td>
</tr>
<tr>
<td>3.3.1</td>
<td>Setting of the study.</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Background of the setting of the study.</td>
<td></td>
</tr>
<tr>
<td>3.4.1</td>
<td>Population.</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Target population.</td>
<td></td>
</tr>
<tr>
<td>3.5.1</td>
<td>Sampling frame.</td>
<td></td>
</tr>
<tr>
<td>3.5.2</td>
<td>Snowball sampling.</td>
<td></td>
</tr>
<tr>
<td>3.5.3</td>
<td>Sample.</td>
<td></td>
</tr>
<tr>
<td>3.5.4</td>
<td>Sample Size.</td>
<td></td>
</tr>
<tr>
<td>3.5.5</td>
<td>Sampling technique.</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Criteria.</td>
<td></td>
</tr>
<tr>
<td>3.6.1</td>
<td>Tool and Technique.</td>
<td></td>
</tr>
<tr>
<td>3.6.2</td>
<td>Interviewing.</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Focus Group.</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Pilot Study.</td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Ethics in Ethnographic Research.</td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Method of data collection.</td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Analysis of Qualitative data.</td>
<td></td>
</tr>
</tbody>
</table>

159
<table>
<thead>
<tr>
<th>S.NO</th>
<th>CONTENT</th>
<th>PAGE.NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10.1</td>
<td>Challenges of qualitative Analysis.</td>
<td></td>
</tr>
<tr>
<td>3.10.2</td>
<td>Analysis Style.</td>
<td></td>
</tr>
<tr>
<td>3.12</td>
<td>The three prototypical styles.</td>
<td></td>
</tr>
<tr>
<td>3.12.1</td>
<td>Template analysis style.</td>
<td></td>
</tr>
<tr>
<td>3.12.2</td>
<td>Editing analysis style.</td>
<td></td>
</tr>
<tr>
<td>3.12.3</td>
<td>Immersion and Crystallization style.</td>
<td></td>
</tr>
<tr>
<td>3.12.4</td>
<td>Quasi Statistical style.</td>
<td></td>
</tr>
<tr>
<td>3.15</td>
<td>Analyzing Ethnographic data.</td>
<td></td>
</tr>
<tr>
<td>3.16</td>
<td>Analyzing –Grounded theory data.</td>
<td></td>
</tr>
<tr>
<td>3.17</td>
<td>Plan for data analysis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER-III

METHODOLOGY

Every discourse, even a poetic or oracular sentence,
Carries with it a system of rules for producing analogous things and thus,
An outline of methodology -Jacque Derrida.

Research is the systematic, rigorous investigation of a situation or problem in order to generate new knowledge or validate existing knowledge. Research in health care takes place in a variety of areas and has many potential benefits; the areas include professional practice, environmental issues affecting health, vitality, treatments, theory development, health care economics, and many others. Health care research can be conducted by one group of professionals for generation of knowledge specific to that group, or by a diverse group of researchers collaborating on a given health care problem.

3.1 ETHNOGRAPHY: It is the study and systematic recording of human culture. According to Segen’s Medical Dictionary ‘Ethnographic Research’ means ‘The observation of and interaction with persons or a group being studied in the group's own environment, often for long periods of time.’[1]

3.1.1 Ethnographic Research: the investigation of a culture through an in-depth study of the members of the culture; it involves the systematic collection, description, and analysis of data for development of theories of cultural behavior.[2] “Ethnography is the art and science of describing a group or culture. The description may be of a small tribal group in an exotic land or a classroom in middle-class suburbia.” --David M. Fetterman, 1998. [3]

According to Brian A. Hoey in his Ph.D. Paper has stated that the term ethnography has come to be equated with virtually any qualitative research project, where the intent is to provide a detailed, in-depth description of everyday life and practice. This is sometimes
referred to as "thick description" -- a term attributed to the anthropologist Clifford Geertz writing on the idea of an interpretive theory of culture in the early 1970s. [4]

The ethnographic focal point may include intensive language and culture learning, intensive study of a single field or domain, and a blend of historical, observational, and interview methods. Typical ethnographic research employs three kinds of data collection: interviews, observation, and documents. This in turn produces three kinds of data: quotations, descriptions, and excerpts of documents, are resulting in one product: narrative description. This narrative often includes charts, diagrams and additional artifacts that help to tell "the story" (Hamersley, 1990). Ethnographic methods can give shape to new constructs or paradigms, and new variables, for further empirical testing in the field or through traditional, quantitative social science methods. [5]

"Ethnography literally means 'a portrait of a people.' Ethnography is a written description of a particular culture - the customs, beliefs, and behavior - based on information collected through fieldwork." --Marvin Harris and Orna Johnson, 2000. [6] Ethnographic methods are a means of tapping local points of view, households and community "funds of knowledge" (Moll & Greenberg, 1990), a means of identifying significant categories of human experience, up close and personal. [7]

3.1.2 GROUNDED THEORY: According to Segan’s Medical Dictionary ‘Grounded Theory’ research is a research approach designed to discover what problems exist in a given social environment and how the persons involved handle them; it involves formulation, testing, and reformulation of propositions until a theory is developed. [1]

Grounded Theory (GT) is a popular methodology in qualitative research, and is founded on an iterative inductive and deductive cycle where theory is allowed to emerge directly from data and is ultimately tested (grounded) against ‘the real world’. [8]

According to Barney Glaser Grounded Theory is a research method that will enable to develop a theory which offers an explanation about the main concern of the population of ones substantive area and how that concern is resolved or processed. [8]
Grounded Theory is a qualitative research technique where instead of starting with a theory, the researcher begins with the data and uses the data to generate a theory. Starting with a theory before analyzing the data is not allowed. The theory is not created from analyzing research literature, but from systematically analyzing the data through both inductive and deductive reasoning.\[^9\]

3.1.3 Methodology used in Grounded Theory:

The steps of grounded theory research occur simultaneously. The researcher will be observing, collecting data, organizing data, and forming theory from the data at the same time. An important methodological technique in ‘Grounded Theory’ research is the constant comparative process in which every piece of data is compared with every other piece.\[^10\]

Grounded Theory is often perceived as a method which separates theory and data but others insist that the method actually combines the two. Data collection, analysis and theory formulation are undeniably connected in a reciprocal sense, and the grounded theory approach incorporates explicit procedures to guide this. This is especially evident in that according to grounded theory, the processes of asking questions and making comparisons are specifically detailed to inform and guide analysis and to facilitate the theorizing process. For example, it is specifically stated that the research questions must be open and general rather than formed as specific hypotheses, and that the emergent theory should account for a phenomenon that is relevant to participants.\[^11\]

The basic idea of the Grounded Theory approach is to read (and re-read) a textual database (such as a corpus of field notes) and "discover" or label variables (called categories, concepts and properties) and their interrelationships. The ability to perceive variables and relationships is termed "theoretical sensitivity" and is affected by a number of things including one's reading of the literature and one's use of techniques designed to enhance sensitivity.\[^12, 13\]

Data collection usually results in large amounts of hand-written notes, typed interview transcripts, or video/audio taped conversations that contain multiple pieces of data to be sorted and analyzed. This process is initiated by coding and categorizing the data. Typically Grounded Theory research projects tend to have a sample of 25 - 50 people and are conducted by in depth interview.\[^10, 13\]

163
3.2 Research Methodology:

Qualitative approaches to research are based on a "world view" which is holistic and has the following beliefs:

1. There is not a single reality.
2. Reality based upon perceptions that are different for each person and change over time.
3. What we know has meaning only within a given situation or context.

The reasoning process used in qualitative research involves perceptually putting pieces together to make wholes. From this process, meaning is produced. However, because perception varies with the individual, many different meanings are possible. [14, 15]

In quantitative research, rigour is reflected in narrowness, conciseness and objectivity and leads to rigid adherence to research designs and precise statistical analyses. Rigour in qualitative research is associated with openness, scrupulous adherence to a philosophical perspective, thoroughness in collecting data, and consideration of all the data in the development of a theory.

In this study, a qualitative methodology was utilized, drawing on ethnographic principles to understand human behaviour, values, beliefs and meanings relevant to stress. The methodology found appropriate for this study was “Ethnographic” embedded with “Grounded Theory”.

3.2.1 Research Approach: Research Approach refers to the way in which the researcher plans or structures the research process. (Polit & Hungler 1991). [16]

It was found that the ‘Descriptive Exploratory Approach’ would best suit to explore stress as perceived by the individuals residing in Mumbai. This would help to understand their experience of stress and how they modify their life style to deal with stress and to maintain an illness free health status.
3.2.2 Research Design:

Research Design is an overall plan of how to obtain answers to questions being studied and how to handle some of the difficulties encountered in the research process (Polit & Beck).[17]

Research Design spells out the strategies that the investigator adopts to develop information that is accurate, objective and interpretable. It is a set of flexible guidelines designed to keep the investigator in the right direction (Polit & Hungler 1999).[16]

Review of literature

Formulation of the research statement & objectives

Development of the research tool

Selection of sample as per the selected criteria

Explanation of the purpose of the study

Obtaining written consent from the participants of the study

Interviewing of the participant of the study

Individual  Focus Group

Transcript of the recorded data

Analysis of the data and interpretation.

Documentation of the findings

Fig: 5 DIAGRAMMATIC REPRESENTATION OF THE RESEARCH DESIGN
3.3 Setting of the study: The present study, setting was western suburb of Mumbai

3.3.1 Background of the setting of the study: Mumbai earlier known as ‘Bombay’ is the capital city of the Indian State of Maharashtra. It is the most populated city in India and the fourth most populous city in the world, with a total metropolitan area population of approximately 20.5 million, and the most populous urban region in the world. It lies on the west coast of India and has a deep natural harbor. In 2009, Mumbai was named an Alpha World City. It is also the wealthiest city in India and has the highest GDP when compared to any other city in South West Asia or Central Asia.

This city constituting of seven islands was the home of fishing colonies, for centuries. The islands were under the control of successive indigenous empires. In the mid 18th century, it was reshaped by Hornby Vellard Project, which undertook the reclamation of the area between the seven islands, from the sea. The project completed along with the construction of major roads and railways, transformed Bombay into a major seaport on the Arabian Sea. The surge of economics and education characterized the city during the 19th century. With the formation of the State of Maharashtra in 1960 Bombay became its capital this city and was renamed in 1996 as Mumbai in honour of the goddess Mumbadevi. By the late 20th century, the city was known as Mumbai or Mambai by Marathi, Konkani, Gujarati, Kannada and Sindhi speaking people or Bambai to Hindi, Persian and Urdu speaking people. Sixteen major languages of India are spoken here, the most common being Marathi, Hindi, Gujarati and English. English is extensively spoken and is the principal language of the city’s ‘white-collar’ workforce. A colloquial form of Hindi,(known as Bambaiya), which is a blend of Marathi, Hindi, Gujarati, Konkani, Urdu, Indian English and some invented words is spoken on the streets. The residents of Mumbai call themselves Mumbaikar’s, Mumbaites (or Bombayites as of old).

The geographical limits of greater Bombay were coextensive with the municipal limits of greater Bombay. On 1st October 1990, the Greater Bombay District was bifurcated to form two revenue districts namely, Bombay City and Bombay Suburban, though they were administered by the same Municipal Administration. The total area of Mumbai spans 603.4 km² of this the island city spans 67.79 km², while the suburban district spans 370 km², i.e. a total of 437.71 km² which is under the administration of the BMC. Mumbai lies at the mouth of the Ulhās River on the western coast of India. Its coastal region known as the
Konkan, sits on Salsette Island, partially shared with Thane district. Mumbai is bound by the Arabian Sea to its west. Many parts of the city lie just above the sea level. It is supplied water by six major lakes. The Mithi River, originates from Tulsi Lake and gathers water overflowing from Vihar and Powai Lake on the way it gets terribly polluted before it reaches the sea at Mahim. This river created havoc due to flooding and it resulted in stranding many people along with causing loss of life during the heavy rains of 2005.

Mumbai often referred to as ‘Urbs Prima’ or ‘First City’ is the commercial and entertainment capital of India. It is also one of the world’s top 10 centers of commerce in terms of global financial flow. The city also houses important financial institutions like RBI, BSE and NSEI, SEBI and is the headquarters of numerous Indian companies and multinational corporations. It also houses premier scientific and nuclear institutes, film and television industry. State and Central government employees make up a large percentage of the city’s workforce. Mumbai also has a large unskilled and semi-skilled self-employed population, who primarily earn their livelihood as hawkers, taxi/auto rickshaw drivers, mechanics and other such ‘blue-collar’ professions.

Mumbai provides ample opportunities, and has great potential to offer a higher standard of living. This attracts migrants from all over India and in turn makes the city a melting pot of many communities and cultures. Mumbai residents celebrate both Western and Indian festivals. Thus, it is sometimes known to be a secular city in nature.

The number of migrants to Mumbai from outside Maharashtra during the 1991-2001 was 1.12 million, which amounted to 54.8% of the net addition to the population of Mumbai. The forecast rise of households with an income of 20 lac per year will increase from 4% to 10% by the 2020; 6.6 lac families. Number of households with income from 10 to 20 lac per year is also estimated to increase from 4% to 15% by 2020.

According to the 2011 census, the population of Mumbai was 12,479,608, with a population density estimated to be 20,482 persons per square kilometer, and living space of 4.5 sq meters per person. The literacy rate of 94.7% higher than the national average of 86.7%. A literacy rate of 69% in the slums of Mumbai makes the Mumbai slums the most literate in India. The sex ratio was 838 (female per 1,000 males) in the island city, 857 in the
suburbs and 848 as a whole in greater Mumbai. The low sex ratio is partly because of the large number of male migrants who come to the city to work.

The religious representation in Mumbai includes Hindus (67.39%) Muslims (18.56%), Buddhists (5.22%) Jains (3.99%) Christians (4.2%) Sikhs (0.58%) with Parsi’s and Jews making up the rest of the population. Mumbai is also home to the largest number of Parsi Zoroastrians in the world.

However, it has suffered several terrorist attacks from the beginning of the 21st century. The past two decades have seen an increase in violence in the hitherto largely peaceful city. There was extensive loss of lives and properties with (Hindu-Muslim) communal riots of 1992-93 and a series of terrorist bombings in 1993, 2006, 2008 and the latest blast on 13th July 2011.

Mumbai suffers from the same major urbanization problems one sees in many fast developing countries; widespread poverty and unemployment, poor public health, poor civic and education standards for a large section of the population, available land at a premium cost resulting in cramped housing, which is also relatively expensive and far from the workplace, therefore requiring long commuting hours in crowded mass transit or clogged roadways. Though many live in close proximity to bus or train stations yet, suburban residents spend a significant amount of time travelling southward to the main commercial district. [18]

3.4 Population: is any complete group with at least one characteristic features/quality in common. When looking at the data, it is important to clearly identify the population being studied or referred to, so that the researcher can understand who or what are included in the data, or who or what is of interest, as well as the type of information required from the population. [14, 17] Population consists of all the organisms that both, belong to the same group or species and live in the same geographical area. In research, it has a specialized meaning. Theoretically, a population is the group from which your subjects are drawn. Therefore, it is also the group that your subjects represent.

3.4 Population: for this study includes individuals residing in Mumbai.

3.4.1 Target population: Individuals residing in the western suburbs of Mumbai.
3.5 Sampling Frame: Sample living in Mumbai

Samples living in western suburbs of Mumbai

Individuals available at home

Individuals willing to participate

Individuals fulfilling the selection criteria and study objectives

Samples included in the study until saturation – the point at which no new information or themes was emerging from the data.

Random selection of samples, who fulfilling the criteria

Random selection of sample followed by snowball technique for individual interview until representative of western suburb was obtained

Fig: 6 Schematic presentations of the sampling frame and snowball sampling process.

3.5.1 Snowball sampling: process where there was increase in sample size.

3.5.2 Sample: The group of individuals representing the population is termed as the sample. A carefully selected sample satisfying the study criteria helps in saving time, money and effort of the researcher without jeopardizing the reliability of the findings. [14, 17]

The study sample comprised of individuals residing in the western suburb of Mumbai and who have fulfilled the selection criteria.
3.5.3 Sample Size: According to P. Amritage, A sample is a subgroup of individuals in the population, usually proportionately few in numbers, selected so as to be to some degree representational of the population.\[^{19}\]

The samples for this study consisted of 50 individual for in-depth interview which included both genders and three focus groups of 12-15 each in the 3 categories i.e. only males, only females and a mixed group of males and females.

3.5.4 Sampling Technique: “Sampling refers to the strategies which enable the researcher to pick a subgroup from a large group and then use the subgroup as a basis for making inferences about the large group.”\[^{20}\]

Basavanthappa (2001) states that ‘Sampling is a process of selecting a subset of a population in order to obtain information regarding a phenomena in a way that represents the entire population.’\[^{21}\]

According to Grove & Burns (2001), ‘Sampling plan is developed to increase the representativeness to decrease systematic bias and sampling error during a sample selection processes.’\[^{14}\]

The technique used for this study was “Random purposive sampling” i.e. for individuals, followed by the snowball technique to obtain the required sample size for the individual interview and for focus groups.

According to Polit D.F & Hungler, ‘Eligibility criteria are the characteristics that delimit the population of interest’.\[^{16}\]

3.5.5 Criteria:

**Inclusion Criteria:**

- Individuals willing to participate in the study.
- Participants able to speak English, Hindi, Marathi.
- Participants who do not have a history of any illness in their families.

**Exclusion Criteria:**

- Individual who have Mental illnesses.
- Individual who have physical debility or illness.
- Individual who is in financial debt.
- Individual who has cognitive disorders.
- Individuals living in disaster prone area.

3.6 Tool and Technique:

Instruments are used to gauge some quality or ability of your subjects. The purpose of the instrument is to elicit the data for the study. [21]

For the present study, the researcher prepared a tool consisting of two parts. **Part –I** deal with the demographic data of the participants. Moreover, **Part-II** was a Semi-Structured ‘Topic Guide’. Question in the topic guide were decided and based on the objectives of the study to ensure response-sharing information needed for the study. Based on the responses of participants, this would permit the researcher to probed/simulate the participants to share their experiences during the interview. The investigator felt it would best elicit the understanding of ‘stress’ by the participants.

3.6.1 Interviewing: According to Spradleythere is no one right way of interviewing, no single correct format that is appropriate for all situations, and no single way of wording questions that will always work. Evaluation of the particular situation, the needs of the interviewee, and the personal style of the interviewer all come together to create a unique situation for each interview. [22] Therein lies the challenges of in-depth interviewing; situational responsiveness and the sensitivity to get the best data possible.

3.6.2 Focus group: involves organized discussion with a selected group of individuals to gain information about their views and experiences of a topic and it is particularly suited for obtaining several perspectives about the same topic. Focus groups are widely used as a data collection technique. The purpose of using focus groups is to obtain information of a qualitative nature from a predetermined and limited number of people. [23, 24]

Using a focus group in qualitative research concentrates on words and observations to express reality and it attempts to describe people in natural situations. [25] The group interview is essentially a qualitative data gathering technique. [24] It can be used at any point in a research program and one of the common uses of it is to obtain generalbackground
information about a topic of interest.\textsuperscript{[25]}

Focus group interviews are essential in the evaluation process as part of a need assessment, during a experience, at the end of the experience or months after the completion of an experience to gather perceptions on the outcome of that experience \textsuperscript{[26, 27]}. Kruegger (1994) stated that the focus group data can be used before, during and after the experience in order to provide valuable data for decision making.\textsuperscript{[23]}

In this study, the technique used for collecting the data was in-depth individual interview (narratives) and focus group interview to gather the individuals view about stress. Here questions were put forth to individual or group of participants in as similar manner as possible and at their level of understanding; it would also provide an opportunity to repeat the questions if required or to go back to the questions if adequate information was not obtained. Documentation of narratives would be done with the help of on A.V recorder.

\textbf{3.7 Pilot Study:} The Pilot Study is undertaken to assess the feasibility of the planned study adequacy of the instrumentation and the problems of data collection. The primary objective of the Pilot Study is to test as many elements of the research proposal as possible in order to correct any part that does not work well.\textsuperscript{[20]}

According to Rose Marie Nieswidome(2002) Pilot Study is a small scale trial run of an actual research project.\textsuperscript{[28]} Grove& Burns state that Pilot Study is a smaller version of a proposed study conducted to refine methodology.\textsuperscript{[14]}

A Pilot Study was conducted on \textbf{five samples} that had consented to participate and fulfilled the sampling criteria of the study. Samples were selected using randompurposive sampling. The samples comprised of two males and three female participants. The interview was conducted using the prepared “topic guide” questions were put to the participants and responses were recorded on the A.V. Recorder. Later a focus group interview was conducted comprising of five women, question were put to the group and responses given, stimulated a further opportunity to encourage them to interact and respond.

The data gathered was documented into a transcript, from which content was analyzed to identify words, phrases, themes and then grouped into categories. It was observed both
from the individual interview and from focus group interview, that often one question would result in a flow of information from the participants, at times there was a need that the researcher had to gently bring them back to the question/topic under discussion.

This prepared the researcher for the need to flow with the group when questions were posed, as some times answers were entwined from one question into another. There was the need to maintain flexibility so that the flow was not disturbed as the participants responded.

3.8 Ethics in Ethnographic Research:
As ethnographic research takes place among real human beings, there are a number of special ethical concerns to be aware of before beginning. In a nutshell, researchers must make their research goals clear to the members of the community where they undertake their research and gain the informed consent beforehand. It is also important to learn whether the group would prefer to be named in the written report of the research or given a pseudonym and even to offer the results of the research if the informants would like to read it. Most of all, researchers must be sure that the research does not harm or exploit those among whom the research is done. [29]

In this study, the ethics of research was maintained by taking consent of the study participants. The participants were also assured that their names would not be documented anywhere in the study nor any data provided would be shared with any one known to them i.e their family members or spouses. With participants who did not want their interview to be recorded, the information provided was hand written in front of them and the content was verified by them. They were assured that the data recorded on the A.V. recorder would be destroyed once the content of the data was transcript.

3.9 Method of Data Collection:
Data collection process is an important aspect of any type of research study. Inaccurate data collection can impact the result of a study and ultimately lead to invalid results. [27]

Qualitative data collection, method plays an important role in impacting the evaluation by providing information useful to understand the process behind observed results
and assess changes in the people’s perceptions of their well-being in terms of the meaning of stress in their life and how they deal with it.

Data collection is an important step in the research process. In order to collect information from individuals the researcher contacted some prospective participants who would be willing to participate and fulfilled the selection criteria. Through them, other individual participants were contacted. The purpose of the study was explained verbally and a written consent was obtained prior to the interview. They were also assured that any information provided would be kept confidential and used only for the purpose of the study. They were also informed that they would not be named in the study. Privacy was ensured by selecting a place where the respondents would be comfortable. Each individual interview took approximately 45 minutes to 60 minutes, three to four participants were interviewed per day.

The interviews were recorded by placing the A.V. recorder in place that would not distract the participants. Few of the participants stated that they did not want their interview to be recorded and said they would like it to be hand written in front of them, the investigator obliged so as to increase their comfort level. The participants were encouraged to express themselves spontaneously and freely without any fear. In-depth individual interviews were conducted until the required data was obtained and sample size was achieved.

Three focus group interviews were conducted after taking an appointment to ensure that the time was convenient for those willing to participate in the study. Mixed focus group was held in one of the houses in the community, female focus group was held in the hall of a nearby school as it was convenient to them, and the male focus group was held in the ground of a society where men gather for a game of badminton. Similarly in the focus groups also consent was obtained after explaining the purpose of the study and they were assured confidentiality of the information shared by them. Privacy was ensured by selecting a place convenient to all and which would ensure no interference from those outside the group. They too were encouraged to speak spontaneously and freely. Each of the focus group interviews took approximately two hours to two and half hour. The focus group interviews where video recorded after obtaining their permission. The data collection process was completed by two months. The data gathered was transcript for analysis and interpretation. A faculty from the
department of Psychology verified transcripted content, and a faculty from the Department of Education verified the themes identified from the data.

The interview was conducted in informal style to help the participants to relax and respond so as to prevent them feel as if they were being interrogated. Conversation began casually in spite of having a semi-structure topic guide.

3.10 Analysis of Qualitative data:

Qualitative data takes the form of loosely structured, narrative materials such as verbatim dialogue between the interviewer and the respondent, field notes of participant’s observer or diaries kept by study participants. Qualitative research is a systematic, subjective approach used to describe life experiences and give meaning (Leininger, 1985; Munhall, 1989, Silva & Rothbart, 1984).

Qualitative data analysis is a labor-intensive activity that requires insight, creativity, conceptual sensitivity and sheer hard work. The purpose of data analysis is to organize, provide structure to, and elicit meaning from the research data. Analysis usually occurs simultaneously, rather than after the data is collected. Search for themes and concepts begin from the moment data collection begins.

3.10.1 Challenges of Qualitative Analysis:

Qualitative analysis poses a challenge for 3 major reasons:

- There is no universal rule for analyzing qualitative data.
- There is an enormous amount of work that is required.
- Reducing data for reporting purposes.

3.10.2 Analysis Style:

Crabtree & Miller (1999) states that there are nearly as many qualitative analysis strategies as there are qualitative researchers. They have identified three major analysis styles. At one end if the data is more objective it is more standardized and systematic and at the other end data is more subjective, more intuitive and more interpretive.
3.12 The three prototypical styles are:
- Template analysis style.
- Editing analysis style.
- Immersion/crystallization style.

3.12.1 Template Analysis Style:

The researcher develops a template or a guide to which narrative data is applied, data is sorted according to the template and then the data is interpreted. The units of the template are behavior, events and expressions. A template is more fluid than the other styles. The analysis from the data is according to the template which is interpretive in nature and not statistical – e.g. ethnographic studies.

3.12.2 Editing Analysis Style:

The researcher reads through the data in search for meaningful segments and units and then develops the category scheme and corresponding codes that can be used to sort and organize the data. The researcher then searches for patterns and structures that connect these categories e.g. Grounded theory.

Interpreter

Reads the data

Identify meaningful segments

Review segments

Develop category schemes

Corresponding codes

Sorting and organizing data

Search for patterns and structure

Interpret and communicate the findings.

Fig: 7 Editing analysis style
3.12.3 Immersion and crystallization style:

The researcher gets totally immersed in and reflects on the text material, resulting in an intuitive crystallization of the data. The data is highly in an interpretive subjective style.

3.12.4 Quasi Statistical Style:

This is another method used for the analysis of qualitative data. The researcher has his/her own preconceived ideas; based on it. The researcher sorts the data which is also called “content analysis style”. The researcher collects the content, and reviews the content for a particular word or theme. Then the data is interpreted by using the statistical method. In the quasi-statistic style a researcher can tabulate the frequency of certain themes, relations, or insights which are supported by the data, but frequencies cannot be interpreted in the same way as frequencies generated in a survey e.g. in a Christian community, if anyone dies in the family they have to wear black for a year. The researcher may state that the total percentage of population i.e. 68% wore black among Christians when mourning for a family member. [31]

![Fig: 8 Quasi Statistical Style](image)

3.15 Analyzing Ethnographic Data:

It begins when the researcher sets foot in the field to collect data. They look for patterns in behavior and thoughts of participants. According to Spradley(1979) it is based on the premise that language is the primary means that relate cultural meaning to the culture.

There are 12 steps which include data collection and data analysis, but there are 4 levels of data analysis.
1. Domain analysis: Broad categories that encompass smaller categories also identify relationships in the terms of the domain. E.g. object and event in a culture and their relationship.

2. Taxonomic analysis: A system of classifying and organizing terms is developed to illustrate the internal organization of a domain and its relationship among subcategories of domain.

3. Componental analysis: Multiple relationships among terms in the domain is examined. Also analyze the data for similarities and differences among cultural terms in domain.

4. Theme analysis: Domains are connected in cultural themes which help to provide a holistic view of the cultural being studied.[32]

3.16 Analyzing - Grounded Theory Data.

It emerged in 1960 in connection with a research program, by Glaser and Strauss (1967).[33,34] They split and developed divergent school of thoughts.

1. Constant Comparative Method: This method involved a comparison of elements in one data source with those in another, till content of each source has been compared with all sources. Therefore, similarities are indentified.

2. Fit: it is the process of identifying characteristics of one piece of data and comparing them with characteristics of another datum to determine whether they are similar. It is used to sort and reduce the data.

Glaserian Approach: used codes to conceptualize data into patterns.

a) Substantive Codes: the topic under study is conceptualized. There are two types of approaches Open and Selective.

Open coding: is used in 1st stage of comparative analysis. It is the actual words used by the participants. They are broken down in to similarities and differences. There are three different levels of Open codes.

I. Directly derived from language.

II. Condense them into broader.

III. More abstract.

Open category ends once core category is discovered then selective coding begins.
Selective coding: is used to code only that data that is related to the core variable. One kind of core variable is the basic social process.

b) Theoretical Codes: It provides insight into how substantive codes relate to each other.\[35,36\]

3.17 Plan for Data Analysis: The collected data would be analyzed as follows:

Demographic data would be presented using frequency and percentage.

The following steps will be undertaken for the focus group and individual interviews data analysis.

1. Immediate debriefing notes would be made after each focus group and individual interviews. Debriefing notes would include comments about the focus group process and individual interviews and the significance of data.

2. Listening to the Video tape and transcribing the content of the tape.

3. Checking the content of the tape and noting any non-verbal behavior. The benefit of transcription and checking the contents would be to help to pick up parts of words, nonverbal communication, gesture and behaviour that would indicate the intensity of perceived stress affecting the individual.

4. For coding the transcript it would be necessary to go through the transcript line by line and paragraph by paragraph, looking for significant statements and codes according to the topics addressed. The investigator plans to compare the various codes based on differences and similarities and sort them into categories so themes and words frequently used could be linked to the final theme.\[15,30,33\]
Reference:


