UNIVERSITÄT SALZBURG

Collecting, Processing and Analysing Data in a Qualitative Longitudinal Study

On the Role of Media in the Socialisation of Socially Disadvantaged Adolescents

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Research question

How do socially disadvantaged children use media in order to make sense of their everyday life and to cope with individual and social challenges?

Theoretical starting point and aim

- Praxeological perspective on the role of media in socialisation through a combined analysis of both the subjective and structural components of practice
- Application of three central analytical concepts:
  - options for action
  - outlines of action
  - competences for action

Reconstructing everyday practices – methodological challenges

Options for action
related to the individual's specific socio-structural conditions and the changing socio-structural aspects of society as a whole and its political, economic, cultural and media contexts

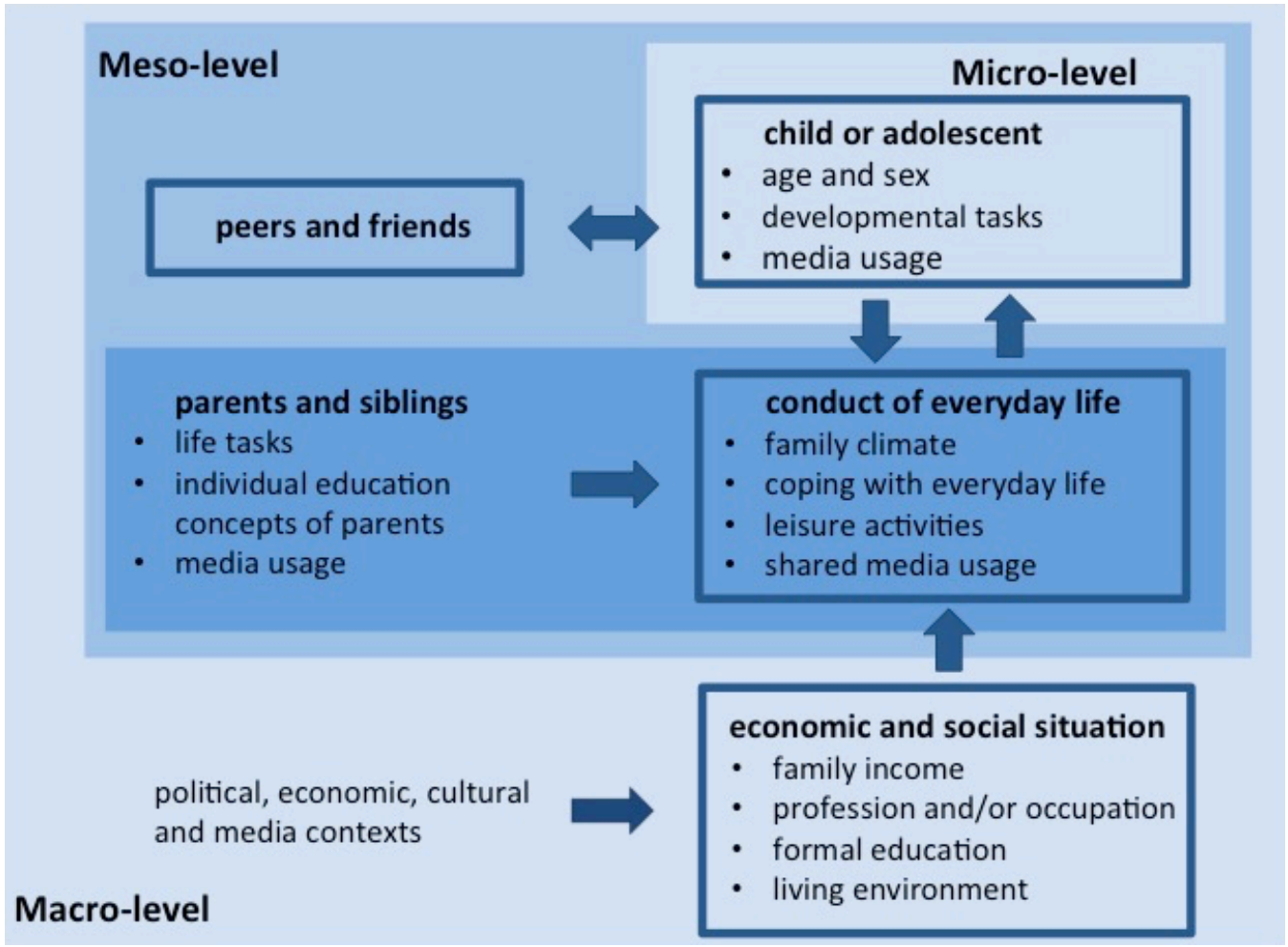
Outlines of action
related to subjective perceptions of social conditions; represent the ways in which the subject transforms his/her objective characteristics of the life situation into a subjective action guide

Competences for action
related to resources at the individual's disposal to accomplish these outlines of actions; they characterise material, cultural and social resources available to an individual

Challenge for empirical research

- Continuously changing media products and services
- Child’s dynamic development

Research on (media-)socialisation as integrative-praxeological family research



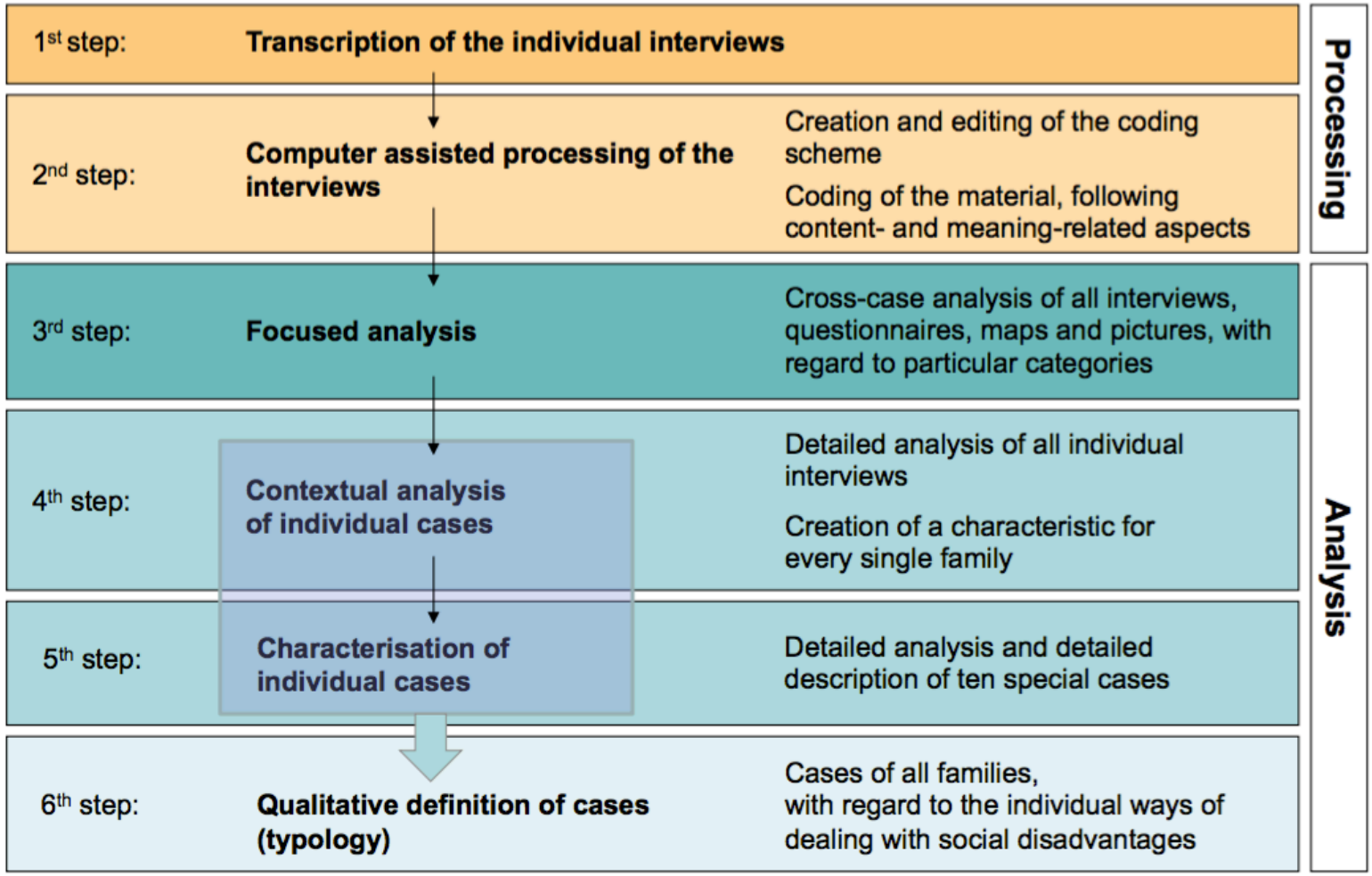
Panel design

- **Qualitative panel study** with 20 families (18 since second wave)
- **Socially disadvantaged children and their parents** (low income, lower formal education, bad housing conditions etc.)
- **Six waves of data collection**: Relevant phases of development from kindergarten, mid-childhood to adolescence (2005, 2007, 2010, 2012, 2014, 2016)

Multi-method design

- Face-to-face-interviews with both children and their parents
- Observation of each family in their everyday life
- Standardised questionnaire (housing, family members, finances, formal education)
- Additional observation schemes since fifth wave: photographs of bedroom and favored places for work and media use; personal network maps; thinking aloud data concerning their favorite social network sites

Overview: steps of the analysis



Data processing and coding

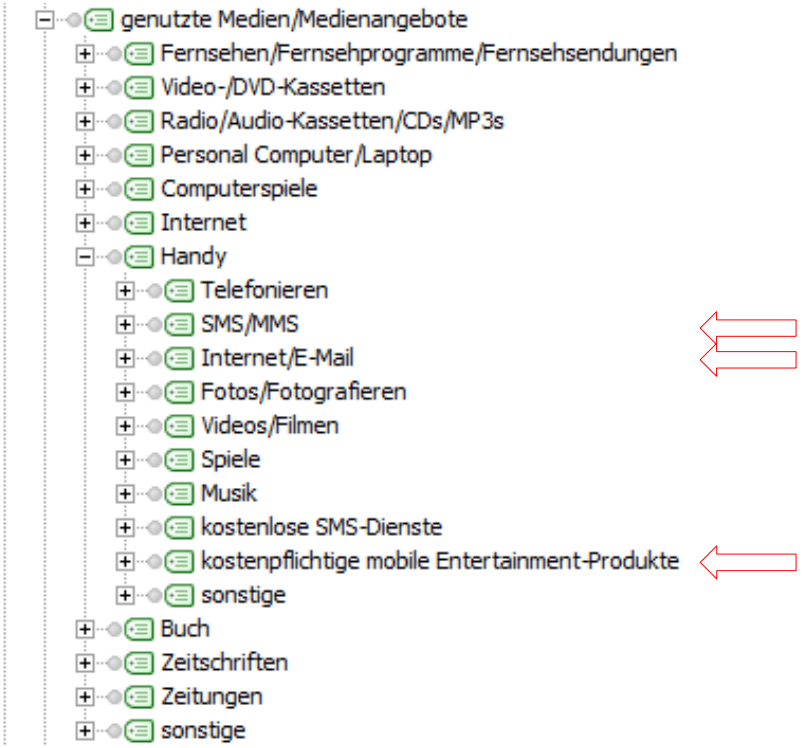
- Transcription of the interviews
- Strict anynonymisation of all names, places etc. according to binding rules throughout all panel waves
- Computer-assisted analysis of all interviews (MAXQDA)
- Differentiated coding schemes
  - Deductively and inductively developed based on the theoretical framework and the actual data
  - Continuously developed further throughout the panel waves

Coding process

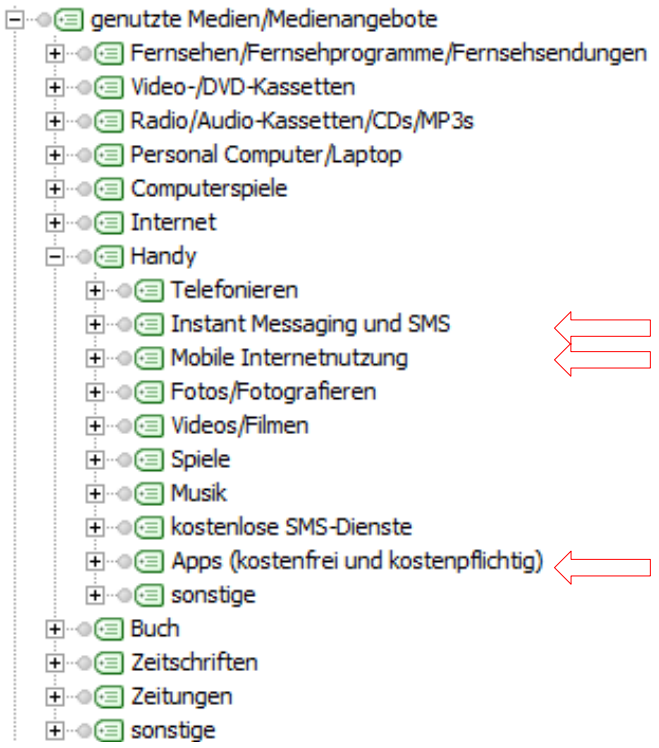
- Thematical coding
- Thematic structure was delevoped in the first wave
- Carefully updated in each wave in order to maintain comparability
- Regular meeting of all coders to foster reliability

Development of coding schemes

2012



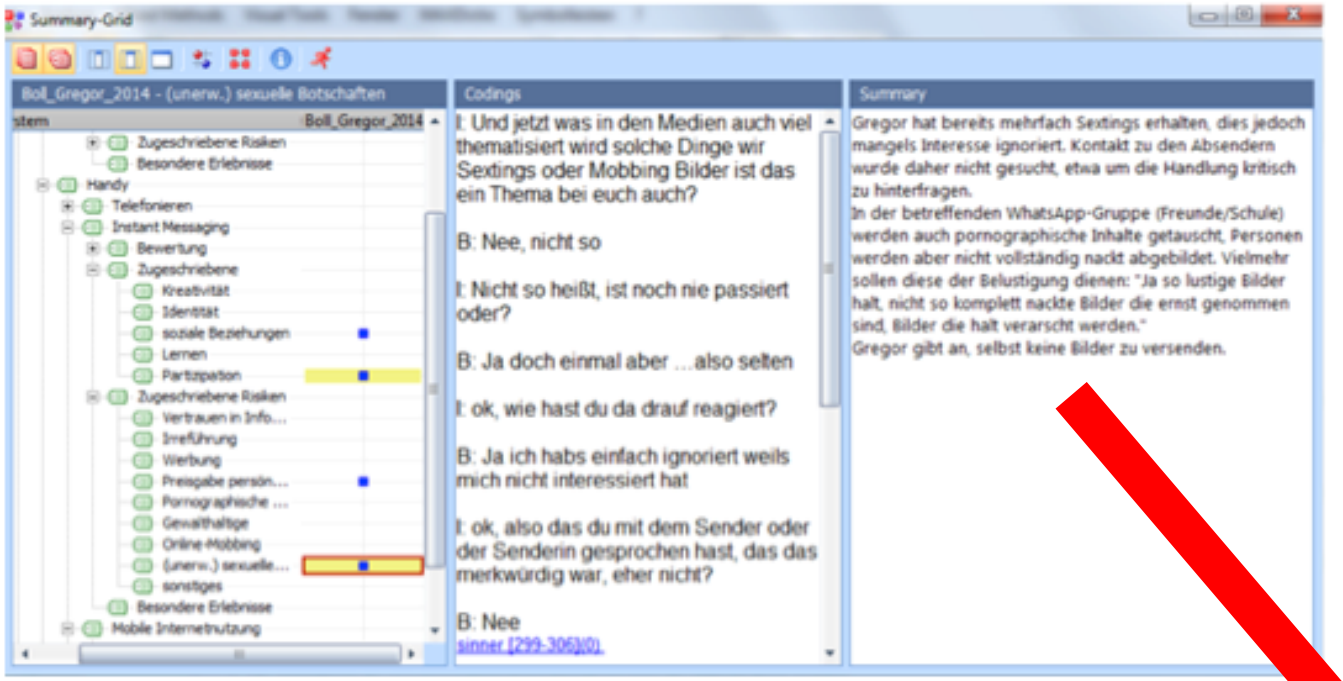
2014



Focused and contextual analysis

- **Focused**: Differentiating and analysing relevant topics across all cases
  - Comparability of the panel waves based on thematically structured matrices (MAXQDA: summary-grid-function)

- **Contextual**: In-depth analysis through case studies
  - Nine significant cases were selected after the second wave
  - One more added after the fifth wave
  - Additional short descriptions of all families not included as specific case studies



summary grid → to capture single cases and groups

A	B 2010	C 2012	D 2014
Soziale Netzwerkplattformen	Mutter: nein Kind: ja, seit einem halben Jahr nutzt er Facebook	Mutter: ja; YouTube, Skype; Kind spielt nicht auf Facebook Facebook: hauptsächlich Nachrichten schreiben mit Freunden oder Geschwistern YouTube: Musikvideos anschauen, aber nicht herunterladen Skype: chatten mit Freunden, Geschwistern oder mit seinem Vater	Snapchat hat Gregor ausprobiert, gefällt ihm aber nicht so. Keine Erfahrung mit ask.FM. Whatsapp ist wichtiger als Facebook, da es schneller geht. Hier werden auch viele witzige Bilder getausch - dazu gehören auch pornographische Inhalte aber "so lustige Bilder halt, nicht so komplett nackte Bilder die ernst genommen sind, Bilder die halt verarscht werden ". Gregor versendet jedoch selbst angeblich nichts. Er nutzt sowohl Einzel- als auch Gruppenchats. Seinen Status wechselt er nicht, findet er unwichtig. Das Profilbild hatte er so eingestellt, dass es nur von Freunden gesehen werden kann. Sexting kam im Freundeskreis schon vor, hat er aber ignoriert.
1. Nutzung	Nachrichten, Fotos hochladen (Urlaub), chatten - Konferenzschaltung (?), Spiele spielen	Kind: Freunde aus der Schule/Wohnumgebung und aus Österreich, Geschwister hohen Stellenwert: intensive Nutzung von Facebook	
2. Privatsphäre	nur Freunde können sein Profil einsehen	1. Nutzt Facebook viel, um mit seinen Freunden zu schreiben, lädt aber kaum etwas hoch, ist ihm zu umständlich. 2. Hat auf Facebook seinen richtigen Namen, aber keine Handynummer, falscher Wohnort. Ist um seine Fotos besorgt, will keine hochladen, weil Facebook die Rechte daran bekommt. Hat aber keine Privatsphäreeinstellungen vorgenommen. 3. Nur solche, die er persönlich kennt	
3. Kontakte	Freunde aus der Schule, nicht alle kennt er gut		
4. Bedeutung	scheint eher hoch, es ist ihm wichtig, viele „Freunde" zu haben		

code-summary → to create a characteristic for every single family (section)

Family typology

- **Three dimensions**
  - Socio-economic situation
  - Socio-emotional situation
  - Coping strategies

- Typology developed based on the status of the most current panel wave (including a look back at developments in the past)

Family types

family type / characteristics	type 1	type 2	type 3	type 4	type 5
socio-economic background	very strained	strained	hardly strained	strained	not strained anymore
socio-emotional circumstances and family climate	difficult	very difficult	difficult	not difficult	not difficult
coping strategies	unable to cope	unable to cope	unable to cope	fairly competent	fairly competent

Challenges of a longitudinal study – a conclusion

- External and internal problems: changing staff; maintaining the sample
- Qualitative data from a longitudinal study: issue of comparability
- Integration of new data collection methods
- Need for certain degree of standardisation (summaries, matrices etc.)
- Documentation of the proceedings
- Training of interviewers and coders
- Regular short reports to help maintain continuity and as basis for future phases

Ethical challenges

- Interviews with parents and children at their home
- Deep insight into the families and personalities can discover that children are at risk
- Examples: Sexual or violent abuse, mental illness
- Dilemma: Intervention or not?
- How to intervene properly?

The case Öllinger

- The family (Viktoria, 15, and her mother Magda Öllinger) presents itself as very friendly and likable.
- The family's socio-economic situation: Private bankruptcy
- Viktoria's socio-emotional situation: No contact to her father, few social contacts
- Mother: Severe mental and physical health issues
- Viktoria: Symptoms of anorexia
- Mother: Not aware of the severity of Viktoria's problems
- Both: Incapable of dealing with their issues

Process of intervention

- Researchers were sensibly introduced to the case before the interviews started; they prepared themselves extensively.
- Afterwards the interview was discussed and reviewed in the research team.
- It was concluded that Magda and Viktoria Öllinger needed help.
- Ingrid contacted a psychologist from the University.
- Idea was to carefully provide Mrs Öllinger with professional psychological help, to help herself and Viktoria.

Contact

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