

PSY 850 SPSS Assignment Background and Directions

Background Information

Clark and Springer (2007) conducted a qualitative study to examine the perceptions of faculty and students in a nursing program on incivility. Their key questions were:

- How do nursing students and nurse faculty members contribute to incivility in nursing education?
- What are some of the causes of incivility in nursing education?
- What remedies might be effective in preventing or reducing incivility?

They gathered responses from online surveys with open-ended questions from 36 nurse faculty and 168 nursing students. Each of the researchers reviewed all comments and organized them by themes. They noted four major themes of responses:

- Faculty perceptions of in-class disruption and incivility by students
- Faculty perceptions of out-of-class disruption and incivility by students
- Student perceptions of uncivil behaviors by faculty
- Faculty and student perceptions of possible causes of incivility in nursing education

A total of eight sub-themes were identified among the faculty comments on types of in-class disruptions. Those subthemes were:

- Disrupting others by talking in class
- Making negative remarks/disrespectful comments toward faculty
- Leaving early or arriving late
- Using cell phones
- Sleeping/not paying attention
- Bringing children to class
- Wearing immodest attire
- Coming to class unprepared

Reference

Clark, C. M., & Springer, P. J. (2007). Thoughts on incivility: Student and faculty perceptions of uncivil behavior. *Nursing Education Perspectives*, 28(2), 93-97.

Assignment Directions

Imagine that you have replicated the Clark and Springer (2007) study with psychology students from an on-campus undergraduate program (all face-to-face classes). The faculty members are describing students they have in their psychology classes.

You have organized responses from the 15 faculty who responded regarding in-class disruptions.

Because this qualitative research study involves human subjects, the researcher must consider the potential ethical issues involved in conducting the study. The researcher should consider the following things:

- The potential researcher/participant and participant/participant interactions involved in the study.
- The potential ethical issues surrounding the researcher/participant and participant/participant interactions involved in the study.
- How to mitigate both the ethical issues and harm to individuals and institutions.

Preliminary Analysis

Complete the following steps to use the SPSS data file (Faculty Comments Dataset.sav) to do some initial analyses of the data:

1. Open the SPSS data file.
2. In DATA VIEW, notice that columns 1 and 2 contain the comments that were collected. Also note that column 2 contains a place to enter the numerical code for each theme into which that comment would fall. Columns 3-5 contain each faculty respondent's ID code, gender code (1=male, 2= female), and number of years teaching, respectively.
3. In VARIABLE VIEW, notice how the codes for gender are entered under the VALUES column. You will use the same method to enter the codes for the comment themes for the second variable. You will want to review the videos located in both the topic materials and in the General Guidelines of the assignment for information on how to do this. Also, note that to the far right in VARIABLE VIEW, under MEASURES, the proper scale of measurement needs to be entered for each variable. Only years of teaching is a scale (continuous) variable. All the others are codes/qualitative.

Coding the Comments and Examining the Frequencies of Each Theme

Column 1 contains brief summaries of the different comments that were collected from the 15 faculty (some faculty gave more than one comment). Code the comments (Hint: generally, look for the same themes that Clark and Springer found, but add anything that may be new or do not include a theme that does not fit your set of comments) by completing the following steps:

1. Assign each type of comment a number code (e.g., talking during class = 1; disrespectful = 2; etc.).

2. Put the code of each comment in the column headed FACULTYCOMMENTCODE just to the right of the comment (that is, it should be in the same row as the comment).

Next, enter the code values and meaning of each code. You will want to review the videos located in both the topic materials and in the General Guidelines of the assignment for information on how to do this. Complete the following steps to enter the code values and meaning of each code:

1. Switch to VARIABLE VIEW.
2. Go to the row for the second variable.
3. Look under VALUES, and enter the code value and the meaning of each code. For example, Value box = 1; Label box = Talking during class. Then, click "Add" so the label shows in the box below. Then, put the next code value (2) in the Value box, its meaning in the Label box, and click "Add." Continue this until all code values and labels are showing in the larger box.
4. When finished, click "OK."

Now, analyze the frequencies of comments in each theme. You will want to review the videos located in both the topic materials and in the General Guidelines of the assignment for information on how to do this. Complete the following steps to analyze the frequencies of comments in each theme:

1. Go to Analyze→Descriptive Statistics→Frequencies.
2. Select FACULTYCOMMENTCODE and move it to the box on the right (Variables). The "Display Frequency Tables" box should be checked.
3. Use data in the SPSS data file to create a bar graph by selecting Chart and then choosing bar graph. Be sure to have the graph show the frequency of each type of response. Note: you can also display the percentage of all comments that fell into that category.

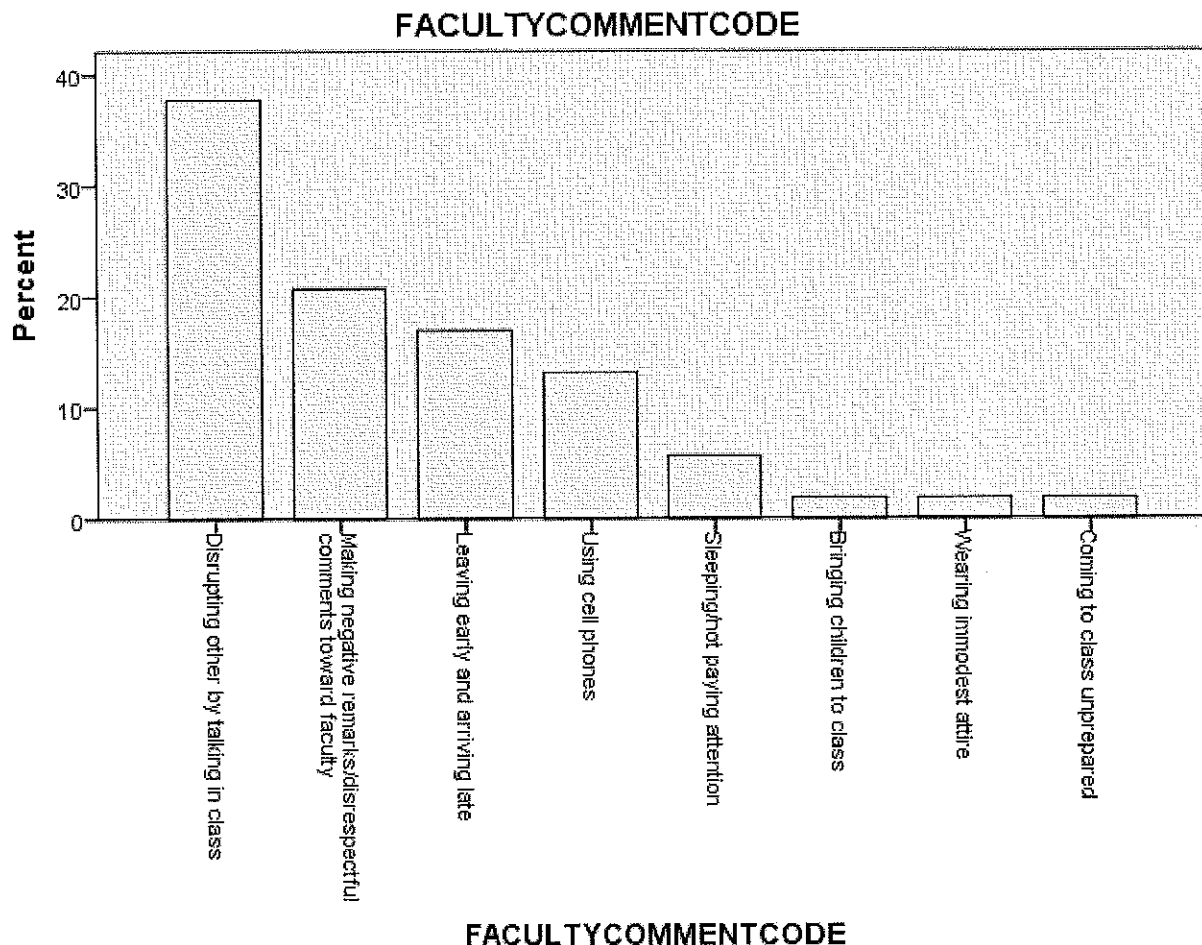
Submit the output tables and graphs with your summary write-up as described below.

Here is an example of this kind of output using a different, but similar, set of data:

Frequencies

FACULTYCOMMENTCODE				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disrupting other by talking in class	20	21.3	37.7	37.7
	Making negative remarks/disrespectful comments toward faculty	11	11.7	20.8	58.5
	Leaving early and arriving late	9	9.6	17.0	75.5
	Using cell phones	7	7.4	13.2	88.7
	Sleeping/not paying attention	3	3.2	5.7	94.3
	Bringing children to class	1	1.1	1.9	96.2
	Wearing immodest attire	1	1.1	1.9	98.1
	Coming to class unprepared	1	1.1	1.9	100.0
	Total	53	56.4	100.0	
Missing	System	41	43.6		
Total		94	100.0		



Reporting the Demographics of the Faculty

Every research report requires the researcher to report the demographic characteristics of the participants. The demographic information collected depends on the focus of the study. For this study, two key pieces of demographic information were collected: the gender of the faculty member and the number of years s/he has been teaching at the college level.

Run an analysis of the data in this SPSS file to summarize the characteristics of the 15 faculty in your study. You will want to review the videos located in both the topic materials and in the General Guidelines of the assignment for information on how to do this. Your analysis should include the following items:

- The number of male and female faculty who responded
- The mean number of years of college teaching reported by this group.

- The standard deviation of years of college teaching reported by this group.
- The range (lowest number of years to highest number of years) of college teaching reported by this group.

Complete the analysis by performing the following steps:

1. Go to Analyze→Descriptive Statistics→Frequencies.
2. Observe the frequency of males and females.
3. Create a chart as well as recording the numbers. Disregard "missing values" as this is data extraneous to the analysis; the SPSS system is only looking at the rows where there are comments.
4. Go to Analyze→Descriptive Statistics→Frequencies.
5. To determine the years of teaching, move NUMBERYEARSTEACHING to the right box (Variable(s)).
6. Select "Statistics," and then make sure that mean, std. deviation, minimum, maximum, and range are checked.
7. Click "Continue." Then click "OK." Values for the mean, standard deviation, minimum, maximum, and range will be provided to you in a single table. You will also be presented with information on the frequency of each response, but you probably will not use this if you have a lot of different answers. However, if you wanted to report your findings in groups, the frequency output will provide information for grouping. For example, you might want to report the number of teachers who taught fewer than 5 years versus the number who had taught 5 or more years. The frequency table would allow you to do this so that you would not have to count them by hand.

Submit the output tables and graphs with your summary write-up as described below.

Write-up the Results

Summarize the results of the data analysis. The summary should include a concise description of the following:

1. The means to mitigate potential ethical issues surrounding to this study.
2. The themes identified when analyzing the faculty comments about in-class disruptions.
3. The demographics of the faculty participants based on the data collected from the SPSS analyses.

Submit the SPSS output tables and graphs created in the previous parts of this assignment as appendices to the summary statement.

Details:

Qualitative research often generates large amounts of data that must be ethically gathered and analyzed. The use of statistical software such as the Statistical Package for the Social Sciences (SPSS) can significantly simplify and enhance the analysis of qualitative research data. In this assignment, you will consider the ethical issues of qualitative research and use SPSS to analyze some sample data.

General Requirements:

Use the following information to ensure successful completion of the assignment:

- Download the document "SPSS Assignment Background and Directions" from the topic materials.
- View the video "SPSS - Coding and Labeling Variables" available at <http://www.youtube.com/watch?v=S4ULCYIXcoQ>.
- View the video "Frequencies and Descriptive Statistics" available at <http://www.youtube.com/watch?v=XrfQfEwjZA4>.
- Instructors will be using a grading rubric to grade the assignments. It is recommended that learners review the rubric prior to beginning the assignment in order to become familiar with the assignment criteria and expectations for successful completion of the assignment.
- Doctoral learners are required to use APA style for their writing assignments. The APA Style Guide is located in the Student Success Center.
- This assignment requires that at least two additional scholarly research sources related to this topic, and at least one in-text citation from each source be included.

Directions:

Complete the assignment as directed in the document "SPSS Assignment Background and Directions."

Faculty Comments Dataset.sav

	FACULTYCOMMENTINCLASSDISRUPTION	FACULTYCOMMENTCODE	FACULTYIDNO
1	Being late	3	1
2	They come to class unprepared	8	2
3	They leave early or arrive late	3	3
4	Eating, drinking, making noises	7	4
5	Talking while I'm lecturing	1	5
6	Asking stupid questions to interfere with lecture	2	6
7	On their cell phones	4	7
8	Getting up and leaving early	3	8
9	Talk during class	1	9
10	Talking and laughing during class	1	10
11	Getting up in the middle of class and leaving	3	11
12	Talking while I'm lecturing	1	12
13	Not paying attention	5	13
14	Sleeping	5	14
15	On their cell phones	4	15
16	Not on time	3	.
17	On their phones	4	.
18	Dozing off	5	.
19	Talking to each other and making noise	1	.
20	Making a joke about me so everyone hears	2	.
21	Only attending part of the class	3	.
22	Talking to each other	1	.
23	Checking text messages	4	.
24	Gossiping and chatting during lecture	1	.
25	Talking to others	1	.
26	Talking	1	.
27	Disrespectful attitude	2	.
28	Talking and not settling down	1	.
29	Provocative and challenging toward me	2	.
30	Chatter, chatter, chatter	1	.
31	Can't take feedback and gets nasty with me	2	.
32	Bringing their child to class without permission	6	.
33	Have no respect for authority	2	.
34	Talking loudly during class	1	.

Faculty Comments Dataset.sav

	GENDER	NUMBERYE ARSTEACHI NG
1	1	4.00
2	1	5.00
3	2	5.50
4	1	12.00
5	2	3.00
6	2	1.00
7	1	1.00
8	1	15.00
9	1	5.00
10	2	2.00
11	2	6.00
12	2	5.00
13	1	25.00
14	2	3.00
15	1	2.50
16	.	.
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33	.	.
34	.	.

Faculty Comments Dataset.sav

	FACULTYCOMMENTINCLASSDISRUPTION	FACULTYCOMMENTCODE	FACULTYIDNO
35	Talking, talking, talking	1	.
36	Excuses to leave early	3	.
37	On their cell phones	4	.
38	Getting up and leaving early	3	.
39	Talk during class	1	.
40	Talking and laughing during class	1	.
41	Never on time	3	.
42		.	.
43		.	.
44		.	.
45		.	.
46		.	.
47		.	.
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60		.	.
61	?	?	?
62	?	?	?
63	?	?	?
64	?	?	?
65	?	?	?
66	?	?	?
67	?	?	?
68	?	?	?

Faculty Comments Dataset.sav

	GENDER	NUMBERYE ARSTEACHI NG
35	.	.
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37	.	.
38	.	.
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63	.	.
64	.	.
65	.	.
66	.	.
67	.	.
68	.	.

Faculty Comments Dataset.sav

	FACULTYCOMMENTINCLASSDISRUPTION	FACULTYCOMMENTCODE	FACULTYIDNO
69		.	.
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71		.	.
72		.	.
73		.	.
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76		.	.
77		.	.
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85		.	.
86		.	.
87		.	.
88		.	.
89		.	.
90		.	.
91		.	.
92		.	.
93		.	.
94		.	.

Faculty Comments Dataset.sav

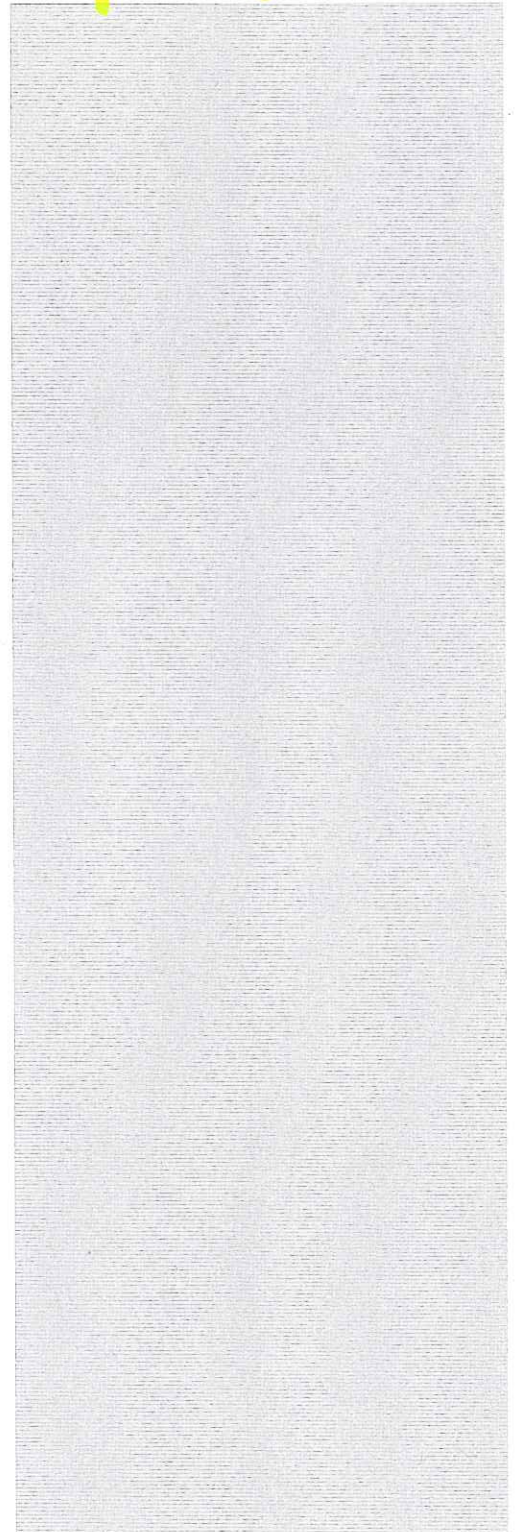
	GENDER	NUMBERYE ARSTEACHI NG
69	.	.
70	.	.
71	.	.
72	.	.
73	.	.
74	.	.
75	.	.
76	.	.
77	.	.
78	.	.
79	.	.
80	.	.
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93	.	.
94	.	.

SAMPLE
Paper

Running head: QUALITATIVE RESEARCH

1

Qualitative Research
Using SPSS in Qualitative Research
SAMPLE PAPER 1



Sample Paper

QUALITATIVE RESEARCH

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Qualitative Research

In this paper we will look at how to use SPSS to help analyze qualitative data. The research data we are presented with is similar in nature to the study that Clark and Springer (2007) conducted on student incivility. We will clean the data provided, code the comments made by the faculty and run various statistical reports on the data to help understand the comments made and the faculty involved. This paper will also look at the ethical issues that are involved in this type of research and discuss options to minimize these issues. The paper will show that SPSS is an excellent tool for analyzing qualitative data and that there are ways to mitigate the ethical issues that qualitative research involves.

Commented [j1]: The introduction should present a clear thesis for this argumentative paper. The thesis should clearly present the point you will prove or argue in this paper. This paragraph identifies what the paper will cover. It does not present a thesis statement based on the paper topic. And it needs to be more interesting to engage the reader.

Ethical Concerns

Clark and Springer (2007) describe a research project that used qualitative methods, using a narrative analysis approach. This research used a quantitative and qualitative written survey which included open-ended questions. The responses to these questions were then coded using an interpretive method. Themes and sub-themes were detected and coded. The two main themes found were in-class and out-of-class disruptions. The in-class issues for the faculty were then found to have eight different sub-themes and these were used to interpret the open-ended responses. While this study surveyed both faculty and students, our example focuses only on the faculty responses.

First and foremost an Institutional Review Board (IRB) will be needed to help with any potential ethical issues. Interestingly the Clark and Springer (2007) study made the point that an IRB was used to get approval to collect the data. In this research the participants are the faculty and students at a number of different nursing schools, but our example includes only faculty. The surveys were E-mailed to the faculty, printed out and then returned in an envelope to the

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researchers. There appears to have been no direct contact with the faculty and the researchers other than a research assistant collecting the envelope. There is a potential for participant/participant communication about this project. The participants could contact the researchers with questions and concerns. There was no discussion of either of these issues taking place in the Clark and Springer (2007) article.

In the Clark and Springer (2007) study, there is a potential ethical issue, since the faculty are handing out and collecting the surveys. One would hope that no names were included on the student surveys, but it might still be possible for a faculty member to read the responses before they were turned in. This might mean the anonymous data was not anonymous. The written instructions should include a warning to this effect. While participants may talk to each other it would not be clear how this might harm them or the institution.

Ideally, these surveys, for the students at least, would include only a participant ID number and these surveys would be directly collected by someone involved in the research project. The surveys completed by the faculty should also have just an ID number and should be collect by someone involved in the research. The research project needs to ensure the participants anonymity. It might also be important that the participants be made aware of any institution policies and that any counseling services that might be available. If someone does have an adverse reaction to the survey, there should be a plan in place to deal with this.

Aluwihare-Samaranayake (2012) discussed how to deal with various ethical issues that might come up in qualitative research. The primary issue that can help with these issues is the research design. This article also stressed respect for the participants, justice, beneficence, and nonmaleficence. The article also pointed out concerns for the safety of the researchers. In cases when they are working with participants in their environment, there is a possibility that

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researcher might be put in danger. Every effort needs to be made to try and minimize these issues.

Commented [j2]: You identified some potential ethical issues regarding this study. You then identified potential approaches to mitigate some of these ethical issues. These strategies are exceptionally well thought out and appropriate for this research!!!

Data Cleansing and Coding

The data provided was a file in SPSS .sav format. SPSS version 21 was used in the data analysis. The data was visually analyzed and it was found that there were 53 blank records. These records were removed. The Clark and Springer (2007) sub-themes were used as a starting point for coding the comments. It was found that the new data included a concern about eating in class, but no concerns about immodest attire. There was no missing data and there appear to be no outliers in the data. The following key was used to code the comments made by the faculty members.

Commented [j3]: This is an excellent addition to the analysis. Another way to treat those missing records would be to question the validity of the data and ask: Why were they missing?

Commented [j4]: Throughout this paper you should refer to and use the data from the tables in the Appendices.

1	Disrupting others by talking in class	5	Sleeping/not paying attention
2	Making negative remarks	6	Bringing children to class
3	Leaving early or arriving late	7	Eating in classroom
4	Using cell phones	8	Coming to class unprepared

Discussion of the Thematic Analysis

The research project we were trying to duplicate was based on the concerns of faculty members and their perception of their student's incivility. Merriam-Webster defines incivility as "a rude or impolite attitude or behavior". In our study we are looking at the different types of incivility. Robertson (2012) reported that in some cases incivility goes beyond being rude. The article reports an upset nursing student in 2003 killed three faculty members and then killed himself. It was interesting that this article pointed out that there are two sides to this issue. Students are often stressed due to working and going to school, but the faculty also play a part in the issue, since they are not always clear in their expectations and in some cases are "devoid of caring, respect, and decency" p. 26. Suplee, Lachman, Siebert, and Anselmi (2008) also pointed

Commented [j5]: Good beginning on synthesizing the themes and discussing what they really mean. You should have done a bit more of this. And it should have been in a paragraph by itself.

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to the need for faculty to have clear and civil communications, but also pointed out that the institution also needs to have clear policies in place to define acceptable behavior. Newer faculty need to be trained and monitored in these areas. Incivility is a growing issue and our study could help define issues that faculty are having, which could point to solutions for these issues.

As reported above, there were eight main themes detected in the comment data by the faculty members. The data shows that "Talking in class" 36.6%, "Leaving early or arriving late" 22.0% and "Making negative remarks" 14.6% are the three main concerns of the faculty studied. These make up 73.2% of all the comments. Other comments made by more than one faculty member included "Using cell phones" 12.2% and "Sleeping/not paying attention" 7.3%. The concerns about "Bringing children to class", "Eating in the classroom" and "Coming to class unprepared" were noted in the data only one time each.

Faculty Demographics

The faculty responding to this survey was made up of 53.3% Male and 46.7% Female. The mean years of teaching was 6.3, the minimum number of years teaching was 1 and the maximum number of years teaching was 25, giving a range of 24 years. The standard deviation was 6.43. The faculty was primarily new at the job with 40% having been teaching 3 or fewer years and 80% having been teaching 6 or less years. Only 3 faculty members had been teaching for more than 6 years.

Conclusions

We can see from the results that SPSS does a very good job of helping qualitative researcher code and analyze open-ended responses. While the researcher may want to have each response coded by more than one researcher, to ensure that the intent of the response was captured, SPSS helps make this coding easy. SPSS can also provide statistic on non-quantitative

Commented [j6]: You created well-developed paragraphs. They have a clear and simple topic sentence. They are short and focused on a single topic. They are 3 to 7 sentences in length.

Commented [j7]: You did some excellent data analysis which enabled you to provide a clear set of well-defined themes that emerged from the data. The themes clearly reflected the focus of the research on describing the phenomenon of in-class disruptions. The themes that emerged from the data are directly related to the focus of the study and appropriately reflect the data.

Commented [j8]: You should have added a paragraph where you synthesize the themes and discuss what they mean overall.

Commented [j9]: You effectively used SPSS data analysis to develop a summary of the demographics by using a set of appropriate tables and graphs. You used this data to provide a thorough and clear description of the faculty demographics.

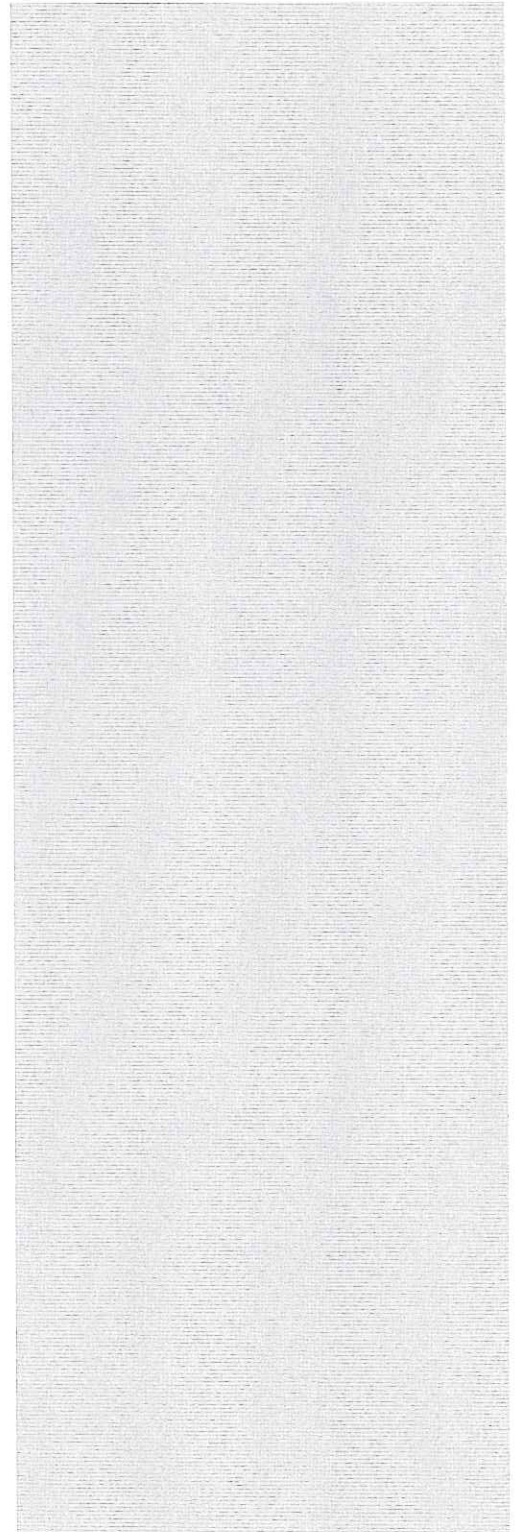
It is also important to look at this data and synthesize what it means. So what does having mostly new faculty mean in terms of the behaviors being displayed in the class by the students?

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data, which can help the researchers when they are presenting their findings. There are always ethical issues when it comes to any research project and yet there are ways to mitigate these issues. The use of an IRB and an ethical research design are two common and powerful ways to minimize ethical issues. We can see that the data that we were presented with matches very closely to the data that W4A1 found. It is always important to remember that qualitative research does not mean that there will be no statistics involved and we can see from our study that the data SPSS provided is very helpful in understanding the overall results.



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References

- Aluwihare-Samaranayake, D. (2012). Ethics in Qualitative Research: A View of the Participants' and Researchers' World from a Critical Standpoint. *International Journal Of Qualitative Methods*, 11(2), 64-81.
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- Incivility. (2014). Merriam-Webster.com. Retrieved February 13, 2014, from <http://www.merriam-webster.com/dictionary/incivility>
- Robertson, J. E. (2012). can't we all just get along? A primer on student incivility in nursing education. *Nursing Education Perspectives*, 33(1), 21-26. doi:10.5480/1536-5026-33.1.21
- Suplee, P., Lachman, V., Siebert, B., & Anselmi, K. (2008). Managing nursing student incivility in the classroom, clinical setting, and on-line. *Journal of Nursing Law*, 12(2), 68-77.

Commented [j10]: Excellent research and APA formatting

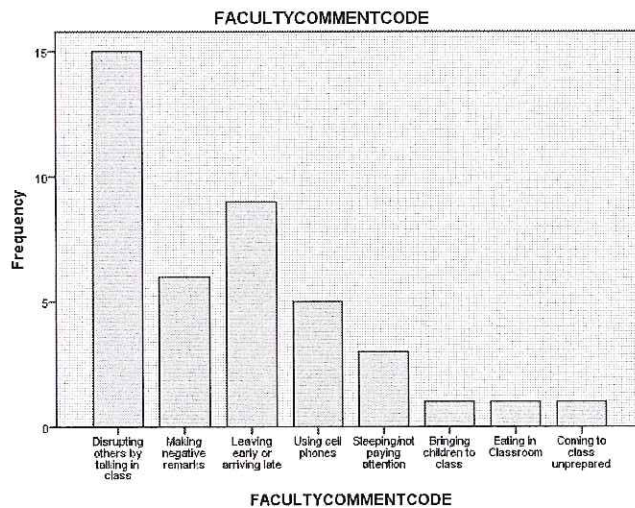
Sample

Appendix A

Statistics

FACULTYCOMMENTCODE		
N	Valid	41
	Missing	0
	Mean	2.68
	Median	2.00
	Mode	1
	Std. Deviation	1.795
	Variance	3.222
	Range	7
	Minimum	1
	Maximum	8

Commented [j11]: You should label these tables in APA format and then refer to them in the paper.



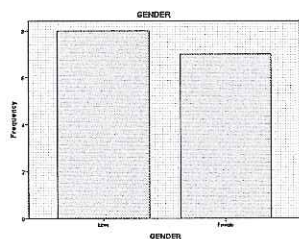
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FACULTYCOMMENTCODE				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disrupting others by talking in class	15	36.6	36.6	36.6
Making negative remarks	6	14.6	14.6	51.2
Leaving early or arriving late	9	22.0	22.0	73.2
Using cell phones	5	12.2	12.2	85.4
Valid Sleeping/not paying attention	3	7.3	7.3	92.7
Bringing children to class	1	2.4	2.4	95.1
Eating in Classroom	1	2.4	2.4	97.6
Coming to class unprepared	1	2.4	2.4	100.0
Total	41	100.0	100.0	

GENDER				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	8	19.5	53.3	53.3
Valid Female	7	17.1	46.7	100.0
Total	15	36.6	100.0	
Missing System	26	63.4		
Total	41	100.0		



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